DOCUMENT RESUME

ED 259 865		RC 015 397

TITLE	Career Education Resource Kit: Educational Activities to Eliminate Sex Discrimination in Schools.
INSTITUTION	Miles Coll., Eutaw, AL. West Alabama Curriculum and Materials Resource Center.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	84
NOTE	187p.; For related document, see RC 015 398.
AVAILABLE FROM	Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($10.75)
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - General (130)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Blacks; Career Education; *Counselor Training; Curriculum Study Centers; *Females; Learning Activities; *Resource Materials; *Rural Education; *School Guidance; Secondary Education; *Sex Fairness; Small Schools

ABSTRACT

Specifically designed for counselors as a vehicle for addressing the needs of females in rural areas, the field tested kit examines counselors' attitudes, resources, and techniques and suggests strategies for counteracting sexism in counseling programs. The kit addresses the specific needs and limitations characterizing rural areas: inaccessibility of area library facilities to research issues related to women's equity, lack of information on nonsexist resources, insufficient funds to purchase resources, and dual responsibilities of counselors. Part 1, "An Awareness Program for Counselors," can be used on an individual basis or in a group setting and includes a facilitator's guide for planning and implementing a workshop to provide training for counselors within the school to conduct an awareness program. Part 2, "A Guide for Establishing a Curriculum Resource Center," can be used as a vehicle for upgrading counseling and curriculum resources and outlines steps to establish a curriculum resource center. Part 3, "A Model Sex-Fair Counseling Program for Junior and Senior High School Students," is structured with career education objectives, providing activities for either sequential or independent use. Appendices contain 84 pages of supplemental materials including games, exercises, checklists, guidelines, inventories, explanations of laws and regulations, and sources of related materials and resources. (NEC)

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CAREER EDUCATION RESOURCE KIT:

EDUCATIONAL ACTIVITIES TO ELIMINATE SEX DISCRIMINATION IN SCHOOLS

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U.S. Department of Education

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Printed and distributed by WEEA Publishing Center, 1984
Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

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PREFACE

Miles College-Eutaw decided to implement a women's equity program to address the issue of equity for women and girls in rural areas. The focus of our program resulted from an examination of the occupational aspirations of the female students enrolled at the college. Regardless of age and socioeconomic status, the female students continued to choose traditional careers. Since a majority of our students are adults, median age 37, we examined the expectations they held for their children and found traditional expectations. Research suggested to us that parents were key influencers of occupational decisions and that the influence of counselors was the lowest. This indicated to us a need for counselors to reexamine their role in the school--the specific role becoming one of promoter of non-sex-biased counseling. Our approach to addressing the issue of equity for women and girls was, then, through guidance and counseling. As a result, we developed the West Alabama Curriculum and Materials Resource Center.

Our program made an initial attempt to break the cycle of area females entering low-paying, traditional jobs that had little possibility for advancement. Such a project became necessary since traditional attitudes and practices regarding the female role are strictly adhered to in the area. We sought to work closely with counselors in assessing their own programs for the existence of inequities in attitudes, resources, and delivery techniques. The Career Education Resource Kit reflects a joint effort between counselors and program staff in the implementation of an equitable counseling program.

Through our involvement with counselors, we did not see significant changes in the pattern of female career selection in the two years of the program, but we did observe an increased level of awareness of the options available to women. The effect of such a program, coupled with increased public awareness of equity-related issues, will undoubtedly have a long-range impact on the future aspirations of women. However, we view our efforts as a ground-breaking experience in building the case for women's equity.

ACKNOWLEDGMENTS

We would like to thank the following persons for contributions made in the development of the products:

Ms. Otis Owens of the Institute of Higher Education Research and Services, University of Alabama; Ms. Patricia Walker of the Alabama Center for Higher Education; and Drs. Jane Smith and Gladys Burns for expertise provided in the design and implementation of the Awareness Program for Counselors.

Ms. Willetha Barnette and Ms. Deborah Fryar for implementation of the West Alabama Curriculum and Materials Resource Center and the development of An Annotated Bibliography of Nonsexist Resources.

Ms. Peggy Little and Ms. Audrey Johnson McMillian for coordinating the field testing of the Model Sex-Fair Counseling Program for Junior and Senior High School Students.

Ms. Dee Porter for artwork.

Dr. Juanita Clarke and Ms. Hester Bouie of Miles College-Birmingham, Ms. Alice Paris of the Federation of Southern Cooperatives, and Hubert Sapp for final evaluation and editing of the products.

The secretarial staff at Miles College-Eutaw for being so patient in the preparation of the products and all other staff who supported the project.

Special thanks are extended to counselors in the four-county service area (Pickens, Greene, Sumter, and Marengo) who saw a need for the project and participated willingly in its implementation. We also thank the organizations and editors that allowed us to reprint materials.

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INTRODUCTION

In the course of this project the West Alabama Curriculum and Materials Resource Center of Miles College-Eutaw provided an array of services to area schools. Activities included collecting, cataloging, and disseminating resources to local junior and senior high school counselors; developing and field-testing a counseling program that incorporates resources and activities to promote equity for females; and planning and presenting an awareness program for counselors. As a result of these activities, two products were developed: An Annotated Bibliography of Nonsexist Resources and the Career Education Resource Kit.

The Career Education Resource Kit is made up of three components:

- An Awareness Program for Counselors, including a facilitator's guide (Part 1)
- A Guide for Establishing a Curriculum Resource Center (Part 2)
- A Model Sex-Fair Counseling Program for Junior and Senior High School Students (Part 3)

The Career Education Resource Kit is specifically designed for counselors as a vehicle for addressing the counseling needs of females in rural areas. It examines counselors' attitudes, resources, and techniques and suggests strategies for counteracting sexism in counseling programs. It is useful to counselors who wish to:

- Increase their understanding of sex-role stereotyping
- Upgrade their counseling resources
- Promote sex-fair counseling activities

The Career Education Resource Kit addresses the specific needs and limitations characterizing rural areas, as follows:

- Inaccessibility of area library facilities to research issues related to women's equity. The kit provides preliminary research on sex-role stereotyping in the school counseling program.
- Lack of information on nonsexist resources. The kit provides a useful reference list containing the names and addresses of publishers and organizations that are interested in women's equity. Outlined are steps for acquiring resources and a mechanism for disseminating resources to schools.
- Insufficient funds to purchase resources. The kit outlines steps for acquiring resources at little or no expense.

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- Dual responsibilities of counselors. The kit identifies career education activities that can be incorporated in the classroom.

Other school personnel, in addition to counselors, may find the kit a useful reference on sex-role stereotyping. And even though the kit has been developed with rural counselors in mind, that does not negate its use by urban counselors as well.

The three components of the kit--Parts 1, 2, and 3--all address specific limitations imposed by rural areas. They can be used separately or as a complete sex-equity program for counselors. Whereas Part 1 identifies and explores sex-role stereotyping as a problem, Parts 2 and 3 propose solutions to the problem.

Part 1, An Awareness Program for Counselors, can be used by counselors on an individual basis, thus eliminating the need to hire a consultant, or it can be used in a group setting. Part 1 includes a facilitator's guide for planning and implementing a workshop, the purpose of which is to provide training for counselors within the school to conduct an awareness program--again eliminating the need to hire a consultant.

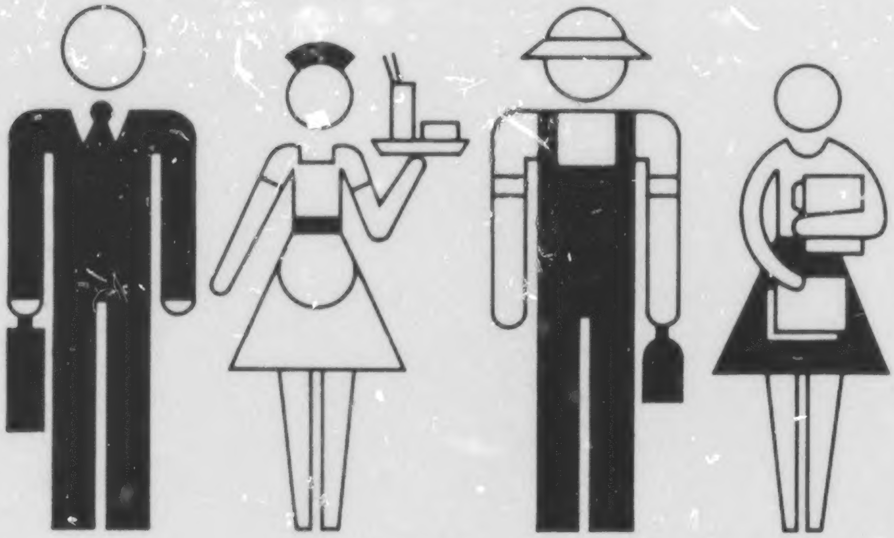
Part 2, A Guide for Establishing a Curriculum Resource Center, can be used as a vehicle for upgrading counseling and curriculum resources. The steps that are outlined can be followed to set up a curriculum resource center on both a small and a large scale.

Part 3, A Model Sex-Fair Counseling Program for Junior and Senior High School Students, is structured with career education objectives. The activities can be used sequentially or extracted and used independently. The counseling program draws community and school resources into the career education process, thus making the program inexpensive and easy to implement. The activities are specifically designed for females; however, many of them reflect participation by a mixed-sex group.

All three components of the Career Education Resource Kit were field-tested by ten counselors from four junior and six senior rural high schools.

PART 1:

AN AWARENESS PROGRAM FOR COUNSELORS



The role of the counselor in helping women overcome the psychological factors that inhibit their occupational aspirations and limit their career choices is to:

- First recognize that bias often operates in career counseling
- Use materials that represent the full range of women's options
- Use testing materials free of sex bias
- Provide leadership to teachers and administrators by suggesting curriculum and materials that do not restrict women and men to sex-typed activities
- Be prepared to respond to the special needs of women clients
- Educate men as well as women
- Provide role models both of successfully well-integrated and competent women and of men who value feminine competence and achievement

--Marie DiSabatino, "Psychological Factors Inhibiting Women's Occupational Aspirations and Vocational Choices: Implications for Counseling."

This awareness program for counselors identifies sex-role stereotyping as a problem in our culture and calls attention to why counselors should be concerned about the effects of stereotyping on a student's career choice. The program examines those influencers in our culture which perpetuate sexism. Developing an understanding and awareness of sex-role stereotyping is an initial step to combating sexism. Through this initial step will result a process of assessment (both of the school's program and of one's own role in promoting sexism) and the identification of strategies to change the inequities.

Counselors may elect to use the program on an individual basis. If so, the presentation materials (pages 3-13), the supplemental activities and materials (Appendices A and B), and the reference list (Appendix C) are the materials needed.

Counselors may also choose to use the program in a group setting, in which case a facilitator's guide (pages 14-25) is provided. Steps outlined in the facilitator's guide will be helpful to individuals who have had little or no previous experience in planning and implementing an awareness program, as well as to those who are unfamiliar with the literature on sex-role stereotyping. The facilitator's guide will also be useful to school systems that lack the financial resources to conduct an awareness program. In the event that an external consultant is used, the facilitator's guide will equip the counselor (who serves as the coordinator) with the necessary background information to select a knowledgeable consultant and to provide overall planning.*

The awareness program for counselors can be conducted by the following persons in the school system:

- A school counselor
- A school system counseling coordinator
- A Title IX coordinator

---

*Point of clarification: The coordinator is the person who initiates and plans the awareness program; she or he may or may not be the consultant.

CULTURAL INFLUENCES ON SEX-ROLE DEVELOPMENT (PRESENTATION)

This presentation establishes the need for an awareness program for counselors by exploring how sex-role stereotyping is perpetuated in our culture. Sex-role stereotyping begins at an early age and continues throughout life; it is perpetuated by every aspect of our culture. Cultural influences are the basis for this discussion of sex-role stereotyping (supplemental activities and materials are provided in Appendices A and B).

This presentation reflects the counseling needs of rural and Black females. Reference materials (listed in Appendix C) will allow further exploration of sexism.

The goal of the program is to increase the understanding and awareness of school personnel (specifically counselors) about sex-role stereotyping and its potential effects on a student's career choice. By increasing the understanding and awareness of school personnel, it is expected that these persons will move toward identifying and eliminating sexism in various aspects of the school's program. A list of definitions appears on page 25. It may be useful to those who need brief explanations of such phrases as educational equity and sex-role socialization.

Home Influence

Research has shown that girl babies are actually held and talked to more than boy babies. No wonder the indoctrination is effective; it has always been a part of our environment. Have you ever watched the father of a boy baby form the baby's fingers into fists and have a mock fight with the baby's fists? These are just two illustrations of the process of cultural influence that begins when birth identifies the baby as male or female.

The rooms in which we rear our young children are another example of cultural sex-role influence. What sex would be found in a pink room? Yes, we place girls in a room of pastels, ruffles, and lace. Boys, we think, belong in a room with plaid, stripes, brown, or black and red.

Consider the nursery rhyme themes that we use with young children, and consider how they promote our image of male and female characteristics. The females are generally pictured as passive and inactive creatures that are somewhat dull--and easily frightened. As a case in point, think of Little Miss Muffet. Or think of Jill, following Jack's lead to misfortune.

We probably don't give any thought to the long-term effects the socialization process has on the female or male specifically in making career decisions. Research (DiSabatino, 1976) has shown that psychological factors, such as fear of failure and lack of confidence or self-esteem, and sex-role conflicts inhibit women's occupational aspirations. The source of these inhibitions is the socialization process.

DiSabatino (1976) says that men are taught to develop competence and skills to achieve mastery of the environment. On the other hand, women are taught to be dependent. For the female to assume a different or unfamiliar role other than a behavior of incompetence would undoubtedly produce in her a fear of failure because of her lack of confidence.

School Influence

When attention is turned toward the school the process of sex-role socialization is not only continued but strengthened.

Teachers frequently separate the sexes: a boys' line and a girls' line. They frequently threaten boys with the terrible punishment of having to "sit with the girls" if they do not behave. Or they attempt to shame a boy for what they consider inappropriate behavior by telling the boy to stop "acting like a girl."

When it is time to assign jobs to students, we teachers ask the girls to water the plants and the boys to move a desk or empty the trash cans. We try to defend these actions by saying that boys are stronger. But measurement of the strength, stamina, and agility of the two sexes reveals more differences within each sex than between the sexes. There are some girls who are stronger than some boys. However, these strengths are never fostered, because from early childhood the male child is encouraged toward muscle development and the female child is restricted: "Don't pick that up; let Johnny do it." We say to children, without using words, that if Johnny is strong, that is good--and that it is also good for Jane to be helpless. Our message to students is so effective that research shows that by the fifth or sixth grade, girls have greatly reduced their goals. In the second grade, a female might have expressed the desire to be a leader in business or politics, but by the upper elementary years, she will have realized that except for being a cheerleader, her role in life is to follow, not to lead. The schools must accept a measure of responsibility for this situation.

When we cast a play, the role of doctor is assigned to a boy, that of nurse to a girl. Yet if we examine this tendency intellectually, we cannot defend it, for we know that there are a number of male nurses. But somehow it seems "right" to cast the roles in the traditional manner. Yet are we doing right by our students?

Is it fair to either sex? What does our educational system do to a male who does not have well-developed muscles or who likes cooking and flower arranging? What labels do we apply to students who do not fit easily into our sex-role characteristics? Is there such a thing as a "sissy" or a "tomboy," or are those labels that we apply to help us coerce students into conformity? We consider our role to be that of helping students to know and accept themselves, yet we often reject what they are.

Consider the burden we place on a boy's emotional development when we do not allow him to cry. There have been numerous instances when a male child has been told by well-meaning but insensitive adults, upon the death of a parent or sibling, that he must be "the man of the house," and must not break down "for the parent's sake." A seemingly intolerable emotional burden is placed on a male child: not to be afraid, not to display emotion, never to flee from hostility. Then we wonder why the incidence of ulcers and heart attacks is so high among men and why many wives accuse their husbands of being insensitive and unable to display emotion.

Not only our actions but the materials we use in our schools help promote sex stereotyping.

In textbooks, examples of outstanding women scientists, business leaders, and politicians are rarely shown, either pictorially or descriptively. Even in language arts books, there are many more stories about boys than about girls. Boys in stories are shown as active, problem-solving creatures. Girls in stories are shown either as "goody two-shoes" or initially as tomboys who "reform" before the final chapter.

The way females are portrayed both in textbooks and in children's literature does affect the self-image and aspirations of females. Ashby and Wittmaier (1978) found that fourth-grade girls who heard nontraditional stories rated traditionally male jobs and characteristics as appropriate for females more than girls who heard traditional stories did. The importance of nonsexist books and textbooks in setting goals and building self-image cannot be overlooked.

How many of you will examine the materials you use in your classrooms and counseling activities to determine how each sex is portrayed? Will you examine your textbooks to see if outstanding women in the field are included? In the math books in your school, are examples of females concerned with measuring flour and sugar while examples of males are concerned with making loans and major purchases?

Examine your school program, your extracurricular activities, your displays and bulletin boards, your career-day programs. Are you encouraging the females in your school to develop their abilities, or are you subtly telling them to stay in line and to assume a traditional role? Are you concerned with what females could be or with what they should be?

Guidance and Counseling Influence

In the exploration of sexism, the logical place to begin is with an examination of counselors' attitudes. Counselors can perpetuate sexism, in that negative or restrictive perceptions of the role of females can be injected into the counseling process. After all, counselors are a product of the same socialization process as those who are being counseled are. It is the role of the counselor to help students make realistic career decisions. Yet how realistic can those decisions be if the information provided does not allow the student to assess it and relate it to his or her own interests and abilities and not to sex?

Pringle (1971) has stated that the counselor who is truly supportive of women must recognize the changing roles of women; the counselor must recognize and evaluate her or his own sex-role biases and develop some level of expertise with the growing body of research on sex differences and the psychology of women. In light of the women's movement, Title IX, and increased attention to sex discrimination, counselors' attitudes toward the role of women, as well as the counseling program itself, should reflect these changing trends. For example, Title IX of the Education Amendments of 1972 forbids discrimination on the basis of sex in educational programs or activities receiving federal funds. It also forbids institutions to use different testing or other materials for counseling males and females or to use materials that lead to different treatment of students on the basis of sex.

Englehard and Jones (1976) measured counselors' attitudes toward women over a six-year span (1968, 1971, and 1974) and found attitudinal growth on the part of both male and female counselors. Growth in attitude was reflected in the acceptance of the dual roles of mother and worker, that is, in the redefining of sex roles that were once restrictive and in the changing expectations of women as contributors to society. There was no significant relationship between attitudes toward the role of women and the age, sex, and experience of the counselor. Lesser's findings (1976) were similar, in that the age, experience, and sex of the counselor were not found to contribute to sex-fair treatment. There are strong indications that counselors' attitudes are changing regarding the role of women, but this openness must be reflected in the behavior of counselors. Such changes may not always be evident, since sexism is manifest in many of the resources being used, e.g., in career literature and interest inventories.

Career literature fosters sexism by the language used to describe occupational titles as well as by the illustrations used: the major jobs are for males, while the subservient jobs are for females or minorities. Recent career literature and textbooks reflect changes made toward less sex-role stereotyping. For example, Scott, Foresman and Company has issued guidelines for improving the image of women in textbooks (see Appendix A-4), and the Dictionary of Occupational Titles has neutralized the language it uses in occupational titles. Do these long-awaited changes in fact reduce biased attitudes toward certain occupations?

Much research has been conducted on the effects of language on attitudes toward the appropriateness of occupations. Yanico (1978) found that college students consistently rated occupations in a stereotyped manner even after non-sex-biased information had been presented. Individuals were more willing to modify their attitudes about the appropriateness for women of traditionally male occupations than they were willing to modify their attitudes about the appropriateness for men of traditionally female occupations. The findings do suggest that language appears to have some practical importance in reducing sex-biased attitudes, however. Vincenzi (1977) investigated the concept of showing people working in nontraditional occupations as a means of reducing sex stereotyping. Findings at the sixth-grade level suggest that the occupational sex stereotypes of young children can be minimized.

The use of biased interest inventories can also limit the career options made available to students. Changes have recently been made in the development of interest inventories to reflect less bias. Biased interest inventories that counselors may be most familiar with are the Strong Vocational Interest Blank and the Kuder Occupational Interest Survey Form DD. The Strong-Campbell Interest Inventory, however, represents an attempt to reduce sex bias.

Harmon (1973) suggests that an interest inventory is biased when it can be used to encourage an individual to consider, enter, or reject an occupation on the basis of an irrelevant variable such as sex. Harmon further discusses the ways inventories can be biased:

1. The items themselves. Some jobs or activities are listed as appropriate for [only] one sex as reflected by the language as well as by the occupational listing exclusively by sex.

2. The scales may be constructed in ways that maximize sex differences. The inventories may have separate scales for females and males or the same scale but separate norms.

3. The method of reporting scores may obscure the effect of sex differences in the inventory.

The National Institute of Education (1974) has developed guidelines for assessing sex bias and sex fairness in career interest inventories; see Appendix B-9. These guidelines are intended as standards by which users can and should evaluate the sex fairness of available inventories.

It is important for counselors to understand that the process of career exploration should not be delayed until junior high school but should start even in elementary school, since career aspirations are being formulated during those early years. Siegel (1973) found that 97 percent of second-grade students had already thought about occupations they would like to enter. Girls knew their father's occupation but on the whole chose traditionally feminine occupations. Schlossberg and Goodman (1972) found that (a) for both boys and girls in grades K-6, there were no significant differences in the roles stereotyped and (b) both sexes tended to stereotype their own career plans.

The Counseling Needs of Rural and Black Females

Special attention should be given to the counseling needs of rural and Black females because their needs have been the most neglected. Rural areas have characteristics that automatically limit the kinds of careers females select. In rural areas, traditional attitudes and practices regarding the role of women are strictly adhered to. Role expectations, particularly those regarding occupational choices, are perpetuated by parents. And parents are key influencers of a student's career choice (Burlin, 1976; Steinke and Kaczkowski, 1961; Palline, Richard, and Hurley, 1970).

Burlin (1976) found this to be the case among high school juniors, and Steinke and Kaczkowski (1961) found this to be the case among ninth-graders. For Black students (Palline, Richard, and Hurley, 1970), the trend seemed to be consistent. If parents are key influencers and if traditional attitudes and practices are strictly adhered to, it seems logical that females will select more traditionally female occupations. It is necessary, then, that parents too become aware of sex-role stereotyping and have access to nonsexist career information.

Role models are also influencers of career choice. College women who select nontraditional occupations seem to be influenced more by persons who are already employed in the occupation (Almquist, 1974). These persons help females to understand the nature of particular work roles by helping them to evaluate their own qualifications and abilities. In rural areas, professional and managerial occupations seem to be limited, and persons in these occupations are almost always male. Therefore, access to role models becomes almost impossible for females in rural areas. Counselors can, however, search out women employed in professional and managerial jobs by contacting area colleges and universities and the government agencies that regulate affirmative action programs. Counselors can also use career literature and films that portray women in nontraditional jobs. It is necessary that minority women be represented in an array of occupations so that minority females can see that career opportunities are available regardless of race.

Job opportunities are also limited in rural areas. Jobs seem to be concentrated in only a few professions; most of them are low-paying, low-status jobs. Rich (1979) has suggested a correlation between job availability in a geographic area and occupational choice. She found that students were more knowledgeable about local than nonlocal occupations. These occupations in rural areas are of low status, and rural youths tend to aspire to occupations of lower status. Rural farm youths also tend to have lower levels of educational and occupational aspirations than rural nonfarm youths do (Burchinal, 1961). This finding can be attributed to the limited range of occupational choices in both farm and rural nonfarm geographic areas.

Rich (1979) has suggested that counselors provide rural youths with information on a range of occupations (professional, nonprofessional, high status, low status, and nonlocal) so that occupational choices will reflect the wide range of opportunities available in the world of work.

It is necessary to focus on the specific counseling needs of Black females since in 1979, 51 percent of all Black and Hispanic women were in the labor force (National Commission on Working Women, 1981) and since Blacks make up nearly half of all minority workers (Women's Bureau, 1982). The Black female faces problems similar to those confronting rural women: traditional role expectations and lack of role models.

Stevenson (1974) has suggested that Black female teenagers face specific kinds of problems when it comes to participating in the labor force and that these problems require counseling attention. In addition to the two problems mentioned above, the Black female:

- Suffers from a history of being discriminated against.

- Is more likely to come from families residing in small towns and rural areas with incomes below the poverty level (1972). Therefore [Black] females may be forced to take a job at an early age without special training.

- Has a higher unemployment rate and an average earning considerably lower than her [white] counterpart.

The following data indicate 1981 unemployment rates and annual income levels for whites and minorities (Women's Bureau, 1982).

Adults	Percent	Teenagers	Percent
White men	5.6	White women	16.6
White women	5.9	White men	17.9
Hispanic men	8.8	Hispanic men	23.3
Hispanic women	9.5	Hispanic women	24.5
Black women	13.4	Black men	40.7
Black men	13.5	Black women	42.2

Year-Round, Full-Time Workers

All women	$12,172	All men	$20,682
White	12,287	White	21,160
Black	11,312	Black	15,119

Counselors must become aware of the problems of the Black female and play an active role in:

- Encouraging her to get as much education and training as possible. This may include encouraging her to learn specific skills while she is in school and encouraging her to get at least a high school diploma.
- Stimulating realistic, long-range career planning. This process means that counselors should examine their own attitudes and opinions, which may be racially biased.
- Assisting the Black female to increase her knowledge of the world of work.
- Intervening with local social service agencies to help with personal problems.

Media Influence

Perhaps the most permeating influence of all is the media, which can bombard our senses through many of our waking hours. Television is perhaps the strongest influence because it is visual and so easily imitated by children. Television, like textbooks and career literature, helps to shape career plans by suggesting to us which roles are most appropriate for males and which for females. An analysis of sex-role stereotyping on 16 prime-time TV shows (Channeling Children, 1975) indicates that children see more male than female behaviors showing competency and that more female behaviors display incompetence. In TV commercials, women are shown performing traditional tasks such as taking care of the house and family, and shopping. De Fleur and De Fleur (1976) found that television is an important learning source for children's occupational knowledge and that the children who watch TV the most frequently are the ones who have the most knowledge about specific TV occupations. Counselors must recognize the important role television plays in shaping the occupational aspirations of youth. If television is an important learning source for information about occupations and if television portrays sex-stereotyped roles, then children also learn sex-stereotyped occupational information from television.

Justification for Change: Facts about Working Women and Pertinent Legislation

The following statistics on women workers (Women's Bureau, 1982; National Commission on Working Women, 1981) should alarm counselors enough to take action to combat sexism.

- In 1979 fully employed women high school graduates earned less on the average than fully employed men who had not completed elementary school--$10,506 and $11,034, respectively. Women with four years of college also had less income than men with only an eighth-grade education--$13,430 and $14,475, respectively.

- In 1977 the average woman 16 years of age could expect to spend 27.7 years of her life in the work force, compared with 38.5 years for men.

- The 1978 median annual income for Black married-couple families (when the wife was not in the paid labor force) was $15,913, compared to $5,888 for Black families headed by women. For white families headed by women, the median income was $9,911.

- Women were 80 percent of all clerical workers in 1981 but only 6 percent of all craft workers (women were about 4 percent of all apprentices as of December 1979); 62 percent of service workers but only 45 percent of professional and technical workers; and 63 percent of retail sales workers but only 28 percent of nonfarm managers and administrators.

- Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns only about three-fifths (59 percent) of what a man earns, when both work full-time, year round.

Research has shown that action can be taken to reduce the effects of sex stereotyping of roles. Ashby and Wittmaier (1978) exposed children to stories about women in nontraditional occupations; Guidette, Glitzer, and Greenwood (1976) used a short course to discuss the origin of sex stereotyping; Vincenzi (1977) used people working in nontraditional occupations; and Yanico (1978) used non-sex-biased occupational information. This awareness program for counselors represents only one step to combat the effects of sex-role stereotyping. It is important that both attitudes and practices reflect less bias. The Career Education Resource Kit uses a curriculum resource center and a sex-fair counseling program for junior and senior high school students as vehicles for assisting counselors to achieve sex-fair counseling practices:

- Given that career literature is a carrier of sexism, the curriculum resource center will expand counseling resources that promote a nonsexist point of view

- The sex-fair counseling program for junior and senior high school students will increase the occupational options available to females through the program's use of nonsexist career activities

And there are, of course, laws that protect individuals from being discriminated against on the basis of age, sex, race, religion, or national origin. A summary of pertinent legislation follows; for more information, see Appendices B-10 and B-11.

- The Equal Pay Act of 1963 as amended by the Education Amendments of 1972:

  Prohibits discrimination in salaries and fringe benefits on the basis of sex.

- Executive Order 11246 as amended by Executive Order 11375:

  Prohibits discrimination in employment (including hiring, promotion, salaries, and other conditions of employment) on the basis of race, color, religion, national origin, or sex.

- Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972:

  Prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex.

- Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act as amended by the Comprehensive Health Manpower Act and the Nurse Training Amendments Act of 1971:

  Prohibits discrimination in the admission and treatment of students on the basis of sex. Also prohibits discrimination on the basis of sex against employees and applicants who do or would work directly with students.

- Title IX of the Education Amendments of 1972:

  Prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance.

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(See Appendix C for additional listings of reference materials.)

Given that there is a need for an awareness program for counselors in the school, the coordinator should do some preliminary work before presenting the idea to the school principal or superintendent.

Preliminary activities include:

- Becoming familiar with equity-related terms
- Becoming knowledgeable about equal opportunity laws
- Becoming familiar with the literature on sex-role stereotyping
- Taking the initial step of examining the school program for sexism
- Providing specific examples of sexism in the school
- Pointing out the success of similar activities in other school districts
- Getting the support of other counselors and school personnel

(Reference materials are listed in Appendix C.)

Allow a minimum of six to eight weeks for planning the awareness program. The coordinator should pay close attention to the timing of the program to ensure that participants get the maximum benefit. If the program will have a follow-up component in the schools, planning for that feature should take place prior to the beginning of school. A series of workshops can then be presented throughout the school term to provide information and to focus on the specific implementation needs of the school.

Selection of a Consultant

If an external consultant will be used, you might want to contact local colleges and universities to help find an appropriate person. Departments you could contact are education (guidance and counseling), women's studies, and institutional research programs. Other suggestions are the state department of education, the state sex-equity coordinator, and the state personnel and guidance association.

Consider these qualities in selecting a consultant:

- Someone who is knowledgeable about educational equity for females
- Someone who is familiar with the literature on educational equity
- Someone who is committed to achieving and promoting educational equity
- Someone who has prior work experience in educational equity

- Someone who is sensitive to the needs of women and girls of various racial and cultural backgrounds

- Someone who is sensitive to the needs of women and girls in both rural and urban settings

Careful consideration should be given to the sex and/or race of the consultant and the effects of those factors on the quality of the presentation and the level of participation sought from the group. Be sure to draw up a contract if you do use an external consultant. The contract should include the terms of payment, since some consultants expect payment immediately after the program. Allow enough time to have the payment processed.

We recommend that you have the services of the consultant extend beyond the day of the awareness program. Extended activities could include a written report of the presentation, an evaluation of the program, and recommendations for future activities.

Consider obtaining the résumés of potential consultants as a screening device, and consider asking them to submit a refined presentation format developed from the suggested format. For future reference, maintain a file of these resource persons. A list of their names and affiliations could be provided to participants. You might want to use these resource persons as an advisory board if a women's equity project is developed.

Choice of a Site

The site you choose for the awareness program should be easily accessible for all participants, inexpensive, and comfortable. Make sure that there will be adequate seating, space, lighting, and heat and that the flow of traffic will be minimal. Some suggested places to contact are schools, community centers, and county and city boards of education.

Discuss with principals, superintendents, and directors of community centers the purpose of the awareness program, and obtain a list of dates the potential site will be available. It is best to present the possible dates to participants, for their feedback, before you finalize plans; perhaps a school day will be better than a weekend. If the program will take place away from the school, assign a staff person to stay at school to give directions to the off-campus site. Be sure to check the availability of a custodian. Holding the program on a Saturday or after work hours may entail an added expense.

Announcement of the Program

Allow at least three weeks' notification time for participants. The program can be publicized through the following sources:

- Newspapers in target counties or cities

- Local educational agencies

- Direct correspondence to school counselors

- State personnel and guidance associations
- Local professional women's groups and women's centers

In announcing the program, include the following information:

- Program sponsors
- Date, time, and place
- Program goals
- Presentation format
- Suggested resources for participants to bring
- Target population the program will benefit
- Requested date of confirmation of attendance
- Contact person and telephone number for obtaining additional information
- Avenues by which participants' expenses can be defrayed
- Agenda
- Consultant's background and experience

Request that participants confirm attendance at least a week in advance.

If you send letters to counselors, also send a copy to the school's principal or superintendent.

In an effort to allow counselors to make the awareness program relevant to their own counseling program, suggest that they bring from their counseling program information and resources such as the following:

- Standard counseling resources and interest inventories to be examined for sex bias
- A list of sexist practices in their school

Incentives for Participants

Sometimes it can be necessary or desirable to express appreciation for the support given by participants in the implementation of the awareness program. Such incentives might include:

- A stipend plus expenses for travel, if funds are available and if no other source can cover participants' costs. Stipends might also be necessary if out-of-town counselors will be attending.

- A press release and photo submitted to participants' local newspaper to publicize their participation
- A certificate signed by the superintendent indicating the participants' completion of the awareness program on sex-role stereotyping
- The submission of an article to a local or state educational organization
- The submission of participants' names to the state superintendent of education for a letter of acknowledgment
- A thank-you letter from the awareness program coordinator

Staff persons who played an organizing role should be recognized in a similar manner.

Preparation of Materials

It will be necessary to prepare materials for participants to carry back with them for future reference.

The registration package can include such items as:

- Name tags (useful for counselors who are from different school systems, as well as for the external consultant)
- Agenda
- List of resources (persons, organizations, literature, newsletters, catalogs, media)
- Sample resource materials
- Evaluation form
- Worksheets for activities
- Brief description of consultant's qualifications
- Keepsake items from area merchants (note pads, pens and pencils)

Those school districts which have not purchased resources promoting a nonsexist point of view, or which are perhaps not financially able to purchase such resources, may find the steps outlined in Part 2, pp. 29-30, useful in securing resources for display. Allow ample time--two or three weeks--to collect resources.

Delegation of Responsibilities

Be sure to give adequate time to the preparation of the awareness program. Even though one person may assume the responsibility of coordinating the program, other school staff may be involved. People will be needed to:

- Assist with program planning (identifying consultants, following through with agenda items)
- Make arrangements for the site
- Publicize the program and attend to follow-up correspondence
- Prepare registration packages and obtain and display resources
- See to the general typing, filing, and recording requirements of the awareness program
- Prepare refreshments and make lunch arrangements
- Take care of "housekeeping" activities (returning media equipment and other resources to the library, returning chairs, arranging for cleanup)
- Prepare and analyze evaluation forms

The persons to whom you delegate these responsibilities should be dependable, creative self-starters, willing to give the time needed. Periodic meetings (perhaps weekly) may be necessary to monitor progress. (You may want to clear the responsibilities and the specific persons delegated with the school principal.)

Persons on the school staff who can assist include:

- Home economist
- Secretary
- Librarian or media specialist
- English instructor
- Business instructor
- Art instructor
- Title IX coordinator

A person who has a strong background in community involvement can be a lifesaver in making contacts with community leaders to assist in defraying expenses and to help in other ways. Community leaders may be willing to contribute money or in-kind services; make an effort to use them as resources.

The Agenda

The following agenda may be used as a guide; you may want to have the consultant refine the format. As shown here, the program can be presented in a minimum of seven hours, with a recommended planning period of six to eight weeks.

9:00 a.m.	Registration of participants Examination of resources on display
9:30 a.m.	Welcome and statement of objectives Introduction of participants and consultant
9:45 a.m.	Examination of the cultural influences on sex-role development: exploring the influence of the home and the media
11:00 a.m.	Exploring sex-role stereotyping in the school
12:00 p.m.	Lunch
1:00 p.m.	Exploring sex-role stereotyping in guidance and counseling
2:00 p.m.	Agent for change: Title IX
2:30 p.m.	Strategies for change
3:15 p.m.	Evaluation

(Activities and materials can be extracted and used from Appendices A and B; reference materials are listed in Appendix C.)

Suggested Participants

The awareness program works best in a small group of 15-20 persons. The small group will allow more interaction. People who may benefit from the awareness program are counselors, school administrators such as principals, Title IX coordinators, and teachers--specifically those who are trained in career areas in which females are underrepresented, such as math, science, and physical education.

The awareness program can be presented to an all-female group as well as to a mixed-sex group; racial composition can also be varied.

Costs

To implement the awareness program, expenses could range from $1,200 to $1,500; cost-cutting methods are discussed below. Typical expense items are as follows:

- Refreshments
- Stipend and travel allowance for participants
- Printing
- Office supplies (stationery, file folders)
- Telephone
- Postage
- Fee for consultant
- Site rental and janitorial services
- Print resources and audiovisual aids

Following are steps you can take toward defraying the costs of all major items.

- Seek external funding by submitting a proposal to a grants officer at the county or city board of education, the local educational agency, the local parent-teacher association, community-based organizations or groups, and/or funding sources identified from the Federal Register.
- Charge a registration fee to cover the costs of materials, refreshments, and lunch.
- Get local bakery to donate refreshments, or have a local restaurant give participants a reduced rate for lunch.
- Suggest that participants eat at the school cafeteria.
- Ask the home economics department to prepare refreshments and lunch as a class project.
- Hold the awareness program during a school day as an in-service training session so that counselors can get release time from school. The school may cover travel costs for staff development activities.
- Use a local consultant.
- Use a free site in your community, such as a local school or community center.
- Get permission from the principal to use office supplies, telephone, and photocopying equipment in preparation for the program.
- Request materials for display from area employment officers, the Equal Employment Opportunity Commission, the Women's Bureau, local colleges and universities, and trade unions.
- Request from area colleges and universities the assignment of an intern who will assist in planning and implementing the program.

- Use audiovisual materials from area colleges and universities and from the state employment office.

- Obtain media equipment from the county or city board of education or from college libraries.

Role of the Coordinator

The coordinator should be responsible for welcoming the participants, stating the objectives, and introducing the participants and the consultant. The opening remarks should include:

- The need for the awareness program (use findings obtained from your examination of sexism in the school; cite statistics on women in the work force)

- The expected results

- The presentation structure and program agenda

- The role of participants in counteracting the effects of sex-role stereotyping

It is important for the group to know that the awareness program has the endorsement of the superintendent and/or the principal. As confirmation of support, invite the superintendent or principal to welcome the group, or have a letter of welcome in the registration package.

Participants can introduce themselves by stating their name, place of employment and position, reason for attending the program, and expectations. In introducing the consultant, highlight the consultant's activities in educational equity.

To reduce any anxiety among participants, consider using a warm-up exercise before the presentation.

Consultant's Presentation Style

The consultant's style of presentation will influence the kind of feedback and participation that will be provided by the group. Suggested steps the consultant can take to ensure maximum results for and from participants are outlined below.

- Obtain information beforehand on the participants (their sex, race, age, school, and reasons for participation)

- Make your presentation relevant to these characteristics of the participants

- Find out beforehand the participants' expectations

- Find out beforehand the participants' personal views on what elements constitute a good or bad workshop

- Establish ground rules and stick to them (lunch, breaks, question-and-answer periods)

- Avoid a lecture style of presentation

- Define your role as consultant

- Use films or slide presentations, group activities (see Appendices A, B, and C), and community resource persons (such as a representative from the Equal Employment Opportunity Commission)

- Define terms related to educational equity

Follow-up

You will need to set up a mechanism for determining the program's effectiveness in promoting equity for females as well as for determining progress in implementing specific action steps identified by participants.

One suggestion for following up is to establish committees, e.g., publications committee, resource materials committee, program committee.

- The publications committee can be responsible for the development and dissemination of a newsletter. The frequency of publication will depend on cost and on staff availability. The newsletter can cover educational equity activities taking place in participating schools, announce resources available on educational equity, and provide awareness activities for counselors (see Appendix B-7).

- The resource materials committee can be responsible for securing a list of resources (human, material, organizational) that promote equity for females. The committee can also be responsible for distributing sample resources to school counselors and for submitting those counselors' names for inclusion on various organizational mailing lists.

- The program committee can be responsible for planning and implementing future awareness activities for counselors that will allow them to develop a sex-fair counseling program.

Last-Minute Checklist

Before the program begins:

- Make sure you have a key to the building.

- Make sure the room is clean and has adequate lighting and a proper heating/cooling system

- Make sure all participants and the consultant have directions to the site.

- Plan to arrive at the site 45-60 minutes ahead of time so that you can greet participants.

- Make sure paper and pencils will be available for participants.

- Make sure seats will be arranged informally.

- Make sure all participants confirm attendance ahead of time. However, plan to have on hand additional copies of all materials.

- Make sure arrangements for lunch have been made and are clear to the participants. It can present problems if participants have lunch on their own; the time it takes to prepare lunch and travel to and from a restaurant can delay resumption of the program in the afternoon.

- Make sure that media equipment has been secured and that you are familiar with its operation.

- Make sure arrangments have been made for recording the awareness program.

After the program concludes:

- Return all films and equipment.

- Clean up the building.

- Send thank-you letters to the participants.

- Send thank-you letters to all organizations and persons who assisted in the implementation of the program. Recipients might include the consultant, the librarians at area colleges and universities, school staff members, organizations that provided free literature, and the organization or school that made the site available.

- Send a report of the awareness program to all participants, the superintendent, the principal, the state board of education, and the Title IX coordinator.

- Pay the consultant (if applicable).

Sample Evaluation Form

It is important to have an evaluation instrument with which to assess the effectiveness of the program--its content, delivery, format, and approach--in achieving the desired goals.

This kind of feedback is especially useful if there are plans to repeat the awareness program in other school districts. A sample evaluation form follows.

SAMPLE EVALUATION FORM

Participant's Name ______________________________ Position ____________________

School ___________________________ Number of years in the position ____________

Please respond to the following questions.

1. Have you attended a sex-equity workshop in the past? Yes ___ No ___

2. Did this awareness program assist you to:

   Increase your understanding of sex-role stereotyping? ______

   Change those classroom and/or counseling practices which are sexist? ______

   Help others to understand the consequences of sex-role stereotyping? ______

   Other (please specify):

3. Were the goals of the awareness program clearly stated? Yes ___ No ___
   Comments:

4. The most appealing aspect of this awareness program was:

5. The least appealing aspect of this awareness program was:

6. Do you recommend attendance at the awareness program by:

   Other counselors? ______

   Teachers? ______

   School administrators? ______

   Others (please specify):

7. In what ways do you plan to use the information presented at the awareness program in your own school?

Definitions

Educational equity for women means the elimination of discrimination on the basis of sex and of those elements of sex-role stereotyping and sex-role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally.

Sexism refers to discrimination or prejudice based on a person's sex.

Sexist refers to a person or institution that favors or practices sexism.

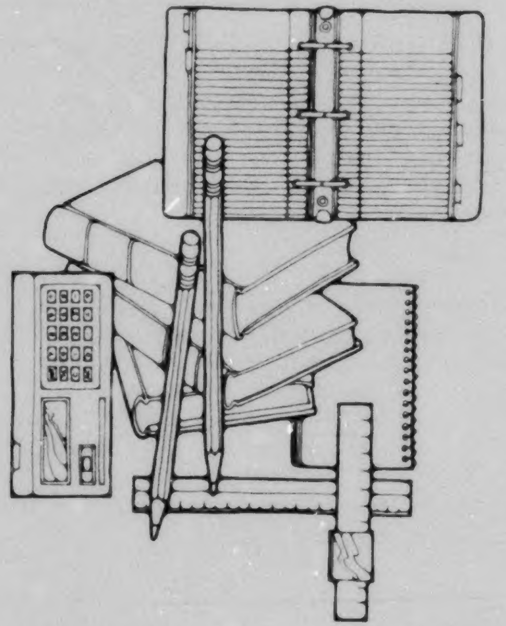
Sex-role socialization refers to the different processes and experiences used to prepare males and females for the roles that society defines as being appropriate for each sex.

Sex-role stereotypes involve assumptions that all females or all males, because they share a common gender, also share common abilities, interests, values, and/or roles.

Socialization is the process by which children and adults are prepared to occupy various roles.

PART 2:

A GUIDE FOR ESTABLISHING A CURRICULUM RESOURCE CENTER



The role of the counselor in helping women overcome the psychological factors that inhibit their occupational aspirations and limit their career choices is to:

- First recognize that bias often operates in career counseling
- Use materials that represent the full range of women's options
- Use testing materials free of sex bias
- Provide leadership to teachers and administrators by suggesting curriculum and materials that do not restrict women and men to sex-typed activities
- Be prepared to respond to the special needs of women clients
- Educate men as well as women
- Provide role models both of successfully well-integrated and competent women and of men who value feminine competence and achievement

--Marie DiSabatino, "Psychological Factors Inhibiting Women's Occupational Aspirations and Vocational Choices: Implications for Counseling."

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Familiarize yourself with sex-role stereotyping by reviewing the Awareness Program for Counselors (Part 1) and the checklists for analyzing sexism in curriculum materials (Appendix B-8).

When we examine the school's program for the existence of sexism, we find that textbooks, career literature, tests, and interest inventories are key carriers of sexism. The following guide can be used to upgrade and expand counseling resources. Although the steps that are outlined do not suggest that present counseling materials be abandoned, counselors are encouraged to examine both the kind and the content of their materials to see if materials present limited career options for females or males.

This guide can be used by counselors, the school librarian, or the Title IX coordinator to operate a curriculum resource center on both a small and a large scale. Estimated expenses to operate a small center are $200 or less, using the methods outlined in this guide. Expenses besides resources can include stationery, postage, folders, file cabinets, and bookshelves. To operate an effective curriculum resource center at the county level, a minimum of $3,000 is needed to cover the basic costs of resources and supplies.

To finance both small- and large-scale curriculum resource centers, you could submit a proposal to these sources for funding:

- A grants officer at the county or city board of education
- The local educational agency or parent-teacher association
- Community-based organizations and groups
- Funding sources identified through the Federal Register (e.g., the Women's Educational Equity Act Program)

A sample budget is provided at the end of this guide.

For the purposes here, a county curriculum resource center is one that serves a specific geographical area (county, city) and a cross section of the population representing various ages, races, and professions. The guide will especially assist those who would like to operate a center for rural county schools. Although we present the target population as school personnel, there is no reason that community-based organizations cannot take these same general guidelines to gear the center's use to other segments of the rural population.

Planners of the curriculum resource center should do preliminary research on sex-role stereotyping in curriculum materials in order to become familiar with the characteristics of nonsexist resources. Planning activities might include:

- Becoming familiar with the literature on sex-role stereotyping (see Appendix C for a list of references)
- Taking the initial step to examine counseling and curriculum materials for sexism (see Appendix B-8)
- Becoming knowledgeable about sex-role stereotyping by participating in the awareness program for counselors (see Part 1)

FIFTEEN QUICK WAYS TO OBTAIN RESOURCES

A curriculum resource center housed in a counseling office will operate somewhat differently from the way a countywide center, perhaps housed in a library or similar setting, will operate. An operational procedure common to both settings is the acquisition of resources.

Careful attention should be given to the kinds of resources purchased or otherwise acquired for the center. Resources that are time-consuming to review and implement may not be used. Consider acquiring resources that are:

- Easy to read and implement
- Brief
- Picturesque
- Adaptable for various ages and races
- Inexpensive
- Games and exercises that can be used to make a point
- Usable by parents, teachers, and students

Audiovisual aids, games, and exercises are more likely to be used than print materials. Use the reference list (Appendix C) and the steps outlined below to acquire inexpensive resources. Try to obtain single copies of reference resources free of charge; however, when you request resources, include a note stating that if there is a charge, an invoice should be forwarded in advance of shipment.

Following are 15 quick ways to obtain resources.

1. Collect and bind newspaper and magazine articles about the changing roles of women. (Collect biographical sketches as well as pictures.)
2. Contact your state's employment security agency to obtain information about the labor market--current and future occupational supply and employment trends, characteristics of the work force, state and area economic activities, etc. See Appendix B-1 (Sources of Statistics about the Labor Market) for titles, addresses, and telephone numbers.
3. Secure and display information from the local employment office on employment trends and training programs. Get statistics on women's involvement.
4. Acquire from area college libraries film listings on nontraditional occupations.
5. Develop a name bank of women in your locale who are in nontraditional employment and training situations.

6. Request from the Women's Bureau, U.S. Department of Labor, informational pamphlets about women and employment.

7. Request from publishers complimentary copies of resources promoting a nonsexist point of view (see Appendix C).

8. Request from national organizations resources on sexism and its effects. In many cases, single copies can be obtained free. (See Appendix B-2.)

9. Obtain career information from the armed forces.

10. Contact the state information office to obtain career literature (see Appendix B-3).

11. Contact local industries and trade unions to obtain a list of training programs; get statistics on women's involvement (see Appendix B-4).

12. Obtain a list of financial aid resources for women (see Appendix B-5).

13. Take pictures of women at work in nontraditional roles, and prepare a scrapbook or a slide presentation.

14. Create a slide presentation from magazine pictures that depict traditional sex-stereotyped roles for women. (This is an inexpensive option to purchasing films.)

15. Extract articles from professional journals or newsletters on the issue of women's equity (see Appendix B-6).

The remaining sections of this guide discuss the strategic points to consider in setting up a countywide curriculum resource center.

LOCATION OF THE CENTER

The location of the center can determine its degree of success. Although your resources may be valuable, they may not be used, because of isolation from potential users. The center should be centrally located; nevertheless, if schools are in the rural area, travel could be a problem even if the center is ten miles away. You might therefore consider devising a mechanism that would allow a portable resource unit to be placed in school libraries.

ANNOUNCEMENT OF THE AVAILABILITY OF RESOURCES

School personnel should be informed of the resources available in the center. Suggested ways to keep people informed are as follows:

- Prepare a resource listing, updated periodically. The resource listing should include brief annotations and possible ways to utilize the resources.

- Hold a monthly browsing hour for school personnel to examine resources.
- Publish a monthly newsletter announcing resources. (This is a suggested activity for the publications committee as described in Part 1.)
- Introduce resources to students through instructors, assembly programs, and bulletin board displays.

PLANNING STRATEGIES FOR THE INCORPORATION OF RESOURCES

Crucial to the success of your center are planning and allowing sufficient time for school personnel to incorporate the resources.

The center should be in operation at the beginning of the school term. An annotated listing of resources and possible ways to use them should be provided to school personnel before the term begins. These steps can help in introducing the resources:

- Pull together a small group of counselors and other school personnel who can examine the resources during the summer. This group can prepare the annotations for the resource listing and can develop a list of possible ways to use the resources in the classroom or in counseling sessions.
- Request time during in-service training sessions to present the resources and the work of the group.
- Review the literature on women's equity to substantiate the need for using the resources.
- Emphasize that using the resources will be on a voluntary basis.

OTHER POINTS TO CONSIDER

Staff

Can the librarian take on additional responsibilities? You might consider requesting an intern in library science whose role will be to operate the center.

Space

Is there library space that can be designated for curriculum materials for women's equity? Students in the vocational agriculture class might be enlisted to build bookshelves for the resources. A file cabinet can be used to house small paperbacks.

Acquisition of Resources

You might consider ordering additional resources at a time separate from when regular book orders are made, so as not to overload the people who process orders in a given time period. Resources arrive much faster when you can order them direct from the publisher.

Subject areas that should be represented are:

1. General literature giving an overview of sexism

   In education
   In employment
   In language and the media
   In guidance programs
   In the socialization process

2. Counseling resources

   Reference materials on the effects of sexism
   Educational and occupational resources promoting a nonsexist point of view

3. Resources for educators

   Resources addressing women's contributions in specific subject areas, e.g., social studies, literature, and science
   Nonsexist children's literature
   Guidelines for examining textbooks for sex-role stereotyping

4. Resources for parents

   Nonsexist children's books
   Guidelines for examining the school program for sexism (Title IX)
   Parenting

5. Resources on women, work, and education

   Statistics on the characteristics of women in the labor force
   Information on interviewing techniques for women
   Resources on women's participation in nontraditional job-training programs

6. Resources on equal opportunity laws

   Title IX of the Education Amendments of 1972
   Age Discrimination in Employment Act
   Equal Pay Act of 1963
   Title VII of the Civil Rights Act of 1964
   Executive Order 11246

7. General interest resources

   Credit rights for women
   Women's health

General interest resources (continued)

Women's liberation movement/the Equal Rights Amendment
Women and sports
Women and politics
Sexual harassment on the job

Vendors

Below is a list of organizations from which you can acquire catalogs of resources.

Jane Addams Bookstore
410 South Michigan Avenue
Chicago, IL 60605

American Personnel and Guidance Association
5203 Leesburg Pike
Falls Church, VA 22041

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, NY 10016

Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Council on Interracial Books for Children
Racism and Sexism Resource Center for Educators
1841 Broadway
New York, NY 10023

Feminist Resources for Equal Education
P.O. Box 3185
Saxonville Station
Framingham, MA 01701

The Feminist Press
Box 334
Old Westbury, NY 11568

PEER (Project on Equal Education Rights)
1112 13th Street, N.W.
Washington, DC 20005

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1201 16th Street, N.W.
Washington, DC 20036

Social Studies School Service
10000 Culver Boulevard
Culver City, CA 90230

Women's Action Alliance, Inc.
370 Lexington Avenue
New York, NY 10017

Women's Educational Equity Act Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Women's Educational Equity Communications Network
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Women on Words and Images
Box 2163
Princeton, NJ 08540

Methods of Distributing Resources

The mechanisms you use to distribute resources should show sensitivity to work schedules and to the isolation of rural areas. You might consider:

- Periodically extending the library hours beyond school hours
- Using a phone-in, mail-out system (consider staff and financial resources before you move in this direction, though)

Print materials and audiovisual aids should not be checked out of the library for an extended period of time.

Cataloging of Resources

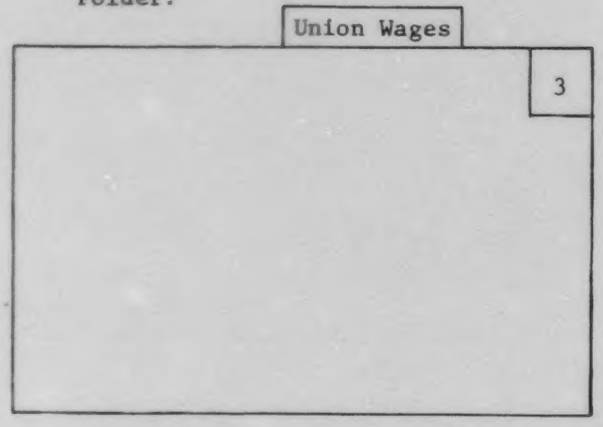
Resources can be cataloged according to the system already used by the librarian. For articles and pamphlets, you might use a numerical or color-coded system to differentiate subject areas. These kinds of smaller materials can be stored in a file cabinet.

Example:

Newspapers: .01
1. ERA - Common Cause
2. Equal Rights for Men and Women
3. Union Wages
4. Women's News . . . For a Change

Letter guide: .01 Newspapers

Folder:



Feedback and Sample Evaluation Form

Be sure to ask potential users to suggest resources they would like to see in the center. The process of soliciting comments could include asking people to give you a topical description of resources or providing people with a resource list containing brief annotations. Ask school personnel to prioritize the responses.

Be cautious--annotations do not always give a true picture of the content of resources, particularly for commercially available audiovisual aids. Try working out an arrangement with publishers whereby audiovisual aids can be used on a 30-day trial basis.

Ask users to evaluate resources as they are used. This information will help the librarian suggest ways that other school personnel can use items, as well as assist in appraising the usefulness of resources. The following questionnaire can serve as a guide for obtaining evaluative information.

SAMPLE EVALUATION FORM

Author and title of resource ______________________________

Your grade level ____________

1. For what purpose was this resource used?

2. How was this resource used, or how do you plan to use it?

3. Did the resource assist you in achieving your purpose:

   To a great extent ______
   Moderately ______
   Slightly ______
   Not at all ______

   Comments:

4. How would you rate the resource on a scale of 1 to 5, 5 being the highest?

   Clarity of instructions ______
   Ease of understanding ______
   Absence of bias in message ______
   Adaptability for grade level ______
   Adaptability for locale ______

5. Suggested use for others:

   a. ______________________________

   b. ______________________________

   c. ______________________________

6. To what degree would you recommend this resource to others?

   Highly recommended ______
   Recommended ______
   Not recommended ______

7. If you are a teacher or counselor, what was the general response of your students to this resource?

ADDITIONAL ACTIVITIES OF THE CENTER

Besides collecting and distributing resources, the center can involve itself in other activities. For example, you might want to compile a name bank of local women who are employed in nontraditional jobs. You can get this information by conducting a telephone survey of area employers and requesting a list of the names and occupational titles of women employed in nontraditional areas. Employment sites to be tapped are industries, educational institutions, social service organizations, and government agencies.

Another project might be offering periodic seminars for parents on the subject of sex-role stereotyping. Topics for the seminars could include:

- An overview of sexism in children's literature and recommendations for nonsexist children's books
- Interviewing techniques for women
- An overview of sexism in the socialization process
- Credit rights for women
- What to do about sexual harassment on the job

A third project might be arranging to have staff participate on the school system's textbook selection committee.

To help with the future funding of the curriculum resource center, be sure to document all activities you undertake in the course of its operation.

SAMPLE ANNUAL BUDGET*

PERSONNEL	
Librarian (half-time)	$ 6,000
Counselor (half-time)	8,000
	$14,000
FRINGE BENEFITS (20% of salary)	$ 2,800
CURRICULUM MATERIALS	
Print materials	$ 1,400
Films (16mm and filmstrips)	1,200
Cassettes and learning kits	400
	$ 3,000
EQUIPMENT	
Mobile resource unit (5 x $125)	$ 625
16mm film projector	985
Cassette tape player (2 x $75)	150
Filmstrip projector (2 x $245)	490
Bookshelves	200
File cabinet	185
Lease-purchase typewriter	600
	$ 3,235
SUPPLIES	
Library and office supplies	$ 500
	$ 500
GENERAL EXPENSES AND SERVICES	
Postage	$ 300
Telephone	600
	$ 900
TRAVEL	
Staff travel to schools (12 trips per year x 5 schools x 70 miles per trip x 17¢ per mile)	$ 714
School personnel travel to the center (4 trips per year x 5 schools x 2 persons per school x 70 miles x 17¢ per mile)	476
	$ 1,190
TOTAL DIRECT COST	$25,625
TOTAL INDIRECT COST (8% of direct cost)	2,050
TOTAL BUDGET	$27,675

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*The estimate on page 28 of a budget of $3,000 for operating a countywide curriculum resource center is based on the assumption that the school system will absorb all the expense categories listed here, except curriculum materials. The sample budget detailed here is provided for those who have no sponsoring organization that can absorb costs or otherwise make in-kind contributions.

PART 3:

A MODEL SEX-FAIR COUNSELING PROGRAM FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

The role of the counselor in helping women overcome the psychological factors that inhibit their occupational aspirations and limit their career choices is to:

- First recognize that bias often operates in career counseling
- Use materials that represent the full range of women's options
- Use testing materials free of sex bias
- Provide leadership to teachers and administrators by suggesting curriculum and materials that do not restrict women and men to sex-typed activities
- Be prepared to respond to the special needs of women clients
- Educate men as well as women
- Provide role models both of successfully well-integrated and competent women and of men who value feminine competence and achievement

--Marie DiSabatino, "Psychological Factors Inhibiting Women's Occupational Aspirations and Vocational Choices: Implications for Counseling."

Please review the Awareness Program for Counselors (Part 1) and the checklists for analyzing sexism in curriculum materials (Appendix B-8).

This model sex-fair counseling program consists of activities in self-awareness, career awareness, and career decision-making. These activities should be viewed not as a complete career education program but as supplements to the activities in self-awareness, career awareness, and career decision making that you presently use.

This program is designed primarily for implementation by counselors. However, since counselors have many responsibilities, they cannot always give adequate attention to the career development needs of individual students, and so supplemental activities for classroom use are also included in these materials. Integration of these activities will not require any alteration in the instructional or counseling program since the delivery strategies employed are techniques familiar to both counselors and instructors. The program uses such strategies as field trips, group sessions, research, films, bulletin board displays, and contact with community resource persons. The model sex-fair counseling program integrates activities representing the cognitive, affective, and psychomotive domains (knowing, feeling, and doing).

Instructors can use these activities in existing courses by identifying within their present course a separate unit on women or by integrating these activities with key content areas of their course; it is our preference to integrate the activities. Two approaches used by social studies and literature instructors who field-tested these materials were:

- To integrate activities according to periods of history. This approach made it easy to integrate such activities as exploring the women's suffrage movement and the ERA.

- To integrate activities according to themes in literature--poetry, novels, etc. It was therefore easy to discuss, for example, the contributions of women poets and writers.

These approaches may not be appropriate for certain courses. It takes the initiative and the imagination of instructors to identify the best approach for their situation.

Counselors can integrate these activities by examining and comparing the objectives that are listed for self-awareness, career awareness, and career decision making as they relate to those presently used. Again, these activities are intended to supplement, not replace, present activities.

To stimulate the interest and involvement of teachers in the model sex-fair counseling program, counselors may wish to involve teachers in the Awareness Program for Counselors (see Part 1).

Lists of useful resources (learning materials, games, and exercises; films; photos; etc.) that have been developed by other organizations and individuals are in Appendices C-1, C-2, C-3, and C-4; a sample form for evaluating activities appears at the end of this section.

SELF-AWARENESS

Getting to know oneself should be an initial step in the career-planning process. Self-awareness involves assessing one's interests, aptitudes, values, and personality. Following is a series of self-awareness activities designed to assist students, especially female students, to assess themselves realistically and in a nonsexist way--which includes exploring sex-role stereotyping and its effects on the development of interests, aptitudes, values, and personality.

These activities are not meant to be used as the sole determiners for making a decision about an occupation. They can be used in conjunction with other self-assessment instruments, such as the Strong-Campbell Interest Inventory, the Non-Sexist Vocational Card Sort, or the Work Values Inventory. Collectively, they will assist students to pinpoint those occupational clusters which would be the most appropriate for them.

SUGGESTED ACTIVITIES FOR COUNSELING

I. GROUP COUNSELING ACTIVITIES

A. Personally Pleasing

Objective: To explore personal values, interests, and aptitudes

Ask students to complete an inventory of their personal characteristics, checking one response for each of the following items.

	Usually	Rarely	Never
1. I make responsible decisions.			
2. I can motivate others.			
3. I enjoy being alone.			
4. I can direct others.			
5. I am competitive.			
6. I like to work outdoors.			
7. I am a good team member.			
8. I am creative.			
9. I am self-disciplined.			
10. I like to solve problems.			
11. I like routine.			
12. I enjoy helping people.			
13. I am good with my hands.			
14. I like numbers.			
15. I like to talk with people.			
16. I am neat and orderly.			
17. I like physical work.			
18. I like to read.			
19. I like animals.			
20. I like working with technical information.			

After students have completed the inventory, ask them to compare their lists. Comparing lists will give the students an opportunity to develop an awareness of people's differences and will help point out the importance of analyzing occupational characteristics that relate to individual differences.

B. Get the True Picture

First have students make a graph of their skills, interests, and aptitudes, by placing an X on the continuum that follows according to how much they like the item listed in the left-hand column or how much it describes them.

Key: 1 = negative, 10 = positive

	1	2	3	4	5	6	7	8	9	10
Music										
Working with my hands										
Books/reading										
Routine										
Being outdoors										
Doing clerical work										
Being artistic										
Being athletic										
Daytime work										
Nighttime work										
Working with numbers										
Working with people										

Next ask students to make some general statements about who they are.

Example: I like working with my hands.
I like physical work.
I like working outdoors.
I am competitive.
I enjoy helping people.

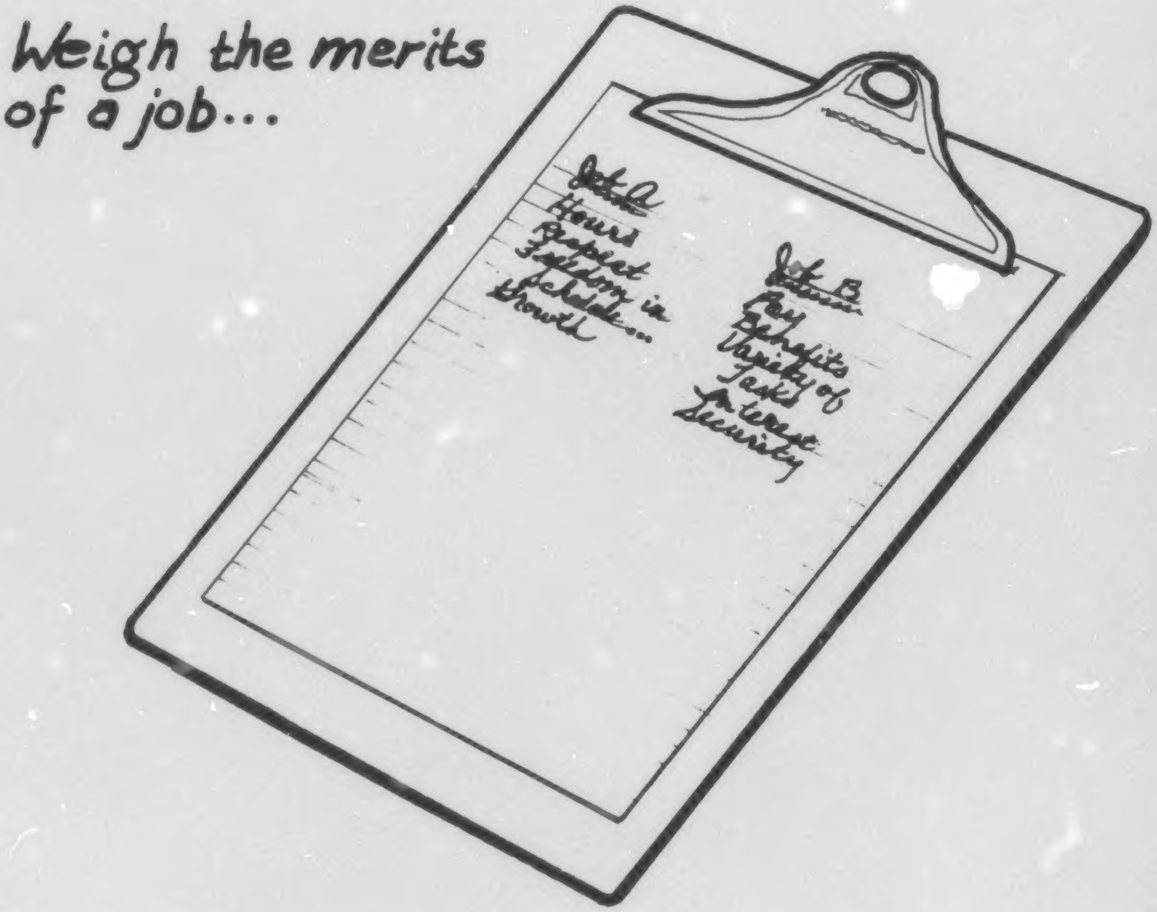
Now ask students to list as many occupations as they can that might be consistent with the personal characteristics they have identified.

Example: truck driver, athlete, musician, nurse, mechanic

In the illustration that follows are values that might be considered when a person examines occupations. Ask students to list the three values that are most important to them; they can add other values to the list, such as status, prestige, independence, and creativity.

1. ____________________ 2. ____________________

3. ____________________



Next ask students what statements they can make about themselves.

Example: I like working with my hands.
I like physical work.
I like working outdoors.
I am competitive.
I enjoy helping people.
I value job security.
I value prestige.

____

____

Then ask students to narrow their list of occupations to those which best describe their personal characteristics.

____

____

Explain to students that activities we enjoy doing in our spare time (hobbies) can help indicate our areas of interest and our skills. Ask them to think about their hobbies and to list the activities they enjoy and the skills they have developed.

Activities I Enjoy	Skills I Have Developed
Example: Creating new things	Sewing
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________

Now ask them to list occupations they can pursue.

Example: fashion designer

____

____

Tell students that instead of first pinpointing personal characteristics and then exploring occupations, they will now explore occupations first, as a way of examining personal characteristics. Ask them to respond to the following list of occupations by checking those which may or may not interest them, and by stating why they would or would not be interested in those occupations.

OCCUPATION	INTERESTS ME	DOES NOT INTEREST ME
Accountant		
Counselor		
Elementary school teacher		
Secretary		
Barber		
Librarian		
Tailor		
Secondary school teacher		
Chemist		
Miner		
Athlete		
Mathematician		
Nurse		
Physician		
Artist		
Social worker		
Psychologist		
Chef/Cook		
Waiter/Waitress		
Comedian		
Upholsterer		
Letter carrier		
Lawyer		
Auto mechanic		
Painter		
Cosmetologist		
Farmer		
Police officer		
Dancer		

Reasons occupations interest me ______________________________

____

Reasons occupations do not interest me ________________________

____

Three occupations I would like to research further are:

1. ______________________________

2. ______________________________

3. ______________________________

FOLLOW-UP FOR COUNSELORS

Compare by sex of student the occupations of interest that each student has listed. Are females more interested in specific kinds of occupations? To stimulate student interest in other occupations, discuss with students the female-selected occupations and the male-selected occupations: present and compare data on educational requirements, nature of the job, salary, employment outlook, promotional possibilities, statistics on women employed in the occupation, etc.

C. Personal Characteristics

Objective: To analyze the effects of sex-role stereotyping on the development of personal characteristics

First ask students to respond to the following personal characteristics by indicating which sex is more likely to possess each characteristic listed.

	MALE	FEMALE
Make decisions		
Motivate others		
Direct others		
Compete		
Work outdoors		
Be creative		
Work as a team member		
Solve problems		
Like routine work		
Enjoy helping people		
Enjoy working with hands		
Enjoy talking with people		
Be neat and orderly		
Like physical work		
Like reading		
Like working with animals		
Like working with technical information		
Be artistic		
Be athletic		
Like working with music		
Like working with numbers		
Like working at night		
Like working during the day		
Enjoy doing clerical work		
Enjoy working alone		

Then have the students list those characteristics which are appropriate for males and those for females and to indicate their reasons for making such labels. Ask them to list their own personal characteristics and to consider whether those characteristics are more in line with the characteristics of a male or a female.

Male Characteristics	Female Characteristics

Personal Characteristics

Follow-up activity for counselors: Explore sex-role stereotyping by using a film (see Appendix C-3). Or have students explore the different roles portrayed by males and females in magazines and on TV shows or through observing daily activities around the house. Use the inventory that follows to record the findings.

You can also introduce sex-role stereotyping by using the activities found in Appendix A.

INVENTORY OF PERSONAL CHARACTERISTICS

CHARACTERISTIC	NUMBER OF TIMES OBSERVED IN MALES	NUMBER OF TIMES OBSERVED IN FEMALES
Making decisions		
Motivating others		
Directing others		
Competing		
Working outdoors		
Creating		
Working as a team member		
Solving problems		
Doing routine work		
Helping people		
Working with hands		
Talking with people		
Being neat and orderly		
Doing physical work		
Reading		
Working with animals		
Working with technical information		
Being artistic		
Being athletic		
Working with music		
Working with numbers		
Working at night		
Working during the day		
Doing clerical work		
Working alone		

Summarize the kinds of characters males and females are portrayed as being:

Males	Females
Example: decision makers, active	doing routine work, passive
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

II. SUGGESTIONS FOR BULLETIN BOARD DISPLAYS

Objective: To explore personal values, interests, and aptitudes

A. Salute outstanding females in the school. Review the results of competency tests or grade reports. The bulletin board caption might read: "Saluting the Math Whiz." This activity and similar ones will assist females in the recognition of their own aptitudes and will build females' self-confidence as they learn that someone else recognizes their potential. List math-related occupations on the bulletin board as well.

B. Depict females involved in tasks or activities that are considered nontraditional for females--as a way of stimulating self-exploration.

SUPPLEMENTAL ACTIVITIES FOR HOME ECONOMICS CLASSES

GROUP COUNSELING ACTIVITIES

Objective: To explore sexism in role assignments

A. Examine sexism in role assignments by distributing copies of "It's All in the Way You See It." Ask students, both male and female, to place an M (man) or a W (woman) by each of the items on the following list (expand the list, if you wish). Discuss the kinds of responses given by male and female students. Discuss which characteristics of the role delineate it as appropriate for males or for females; for example, crying may be viewed as appropriate for females because females are thought to be emotional and sensitive beings.

It's All in the Way You See It

____ Take home economics
____ Be a nurse
____ Wash the dishes
____ Help with the housework
____ Cry
____ Wear jewelry
____ Change a baby's diaper
____ Arrange a date
____ Pay for a date
____ Bake a cake
____ Back out of a fight
____ Be a cheerleader
____ Wear short hair
____ Be on an athletic team
____ Be an angel in a play
____ Kiss mother
____ Take a shop course
____ Sew on a button
____ Be a mechanic
____ Wear a skirt
____ Open the door on a date

B. Have students examine the roles of women in other cultures. What are the students' reactions?

C. Have students examine their attitudes toward male/female roles, using the following attitudinal questionnaire as a guide. The questionnaire is a list of statements regarding the role of women. Have students respond to the statements individually and discuss their responses afterward.

	AGREE	DISAGREE
1. A woman's place is in the home.		
2. Taking care of the children is a shared responsibility for both the mother and the father.		
3. Men should stay away from household chores.		
4. Males should not expect females to mow the lawn.		
5. Women who choose to work outside the home should view that work as a lesser priority than household chores.		
6. A woman cannot be a wife, mother, and worker at the same time.		
7. Husbands should support their wives' working outside the home.		
8. Major decisions in a marriage should rest with the male.		
9. Men deserve to "go out with the boys" for relaxation after a week of hard work.		
10. Women deserve to "go out with the girls" for relaxation after a week of hard work.		

As students discuss the reasons for their views, ask them whether they think the more traditional views of roles are held by males or females in the class. With the class, examine students' family background and compare the responses of students (a) who have nonworking mothers, (b) who have working mothers, (c) who are from single-parent families, and (d) who are from two-parent families. Also ask students under what conditions their attitudes would change.

This activity may be concluded by distributing and discussing the following article, "I Want a Wife."

I WANT A WIFE

Judy Syfers

I belong to that classification of people known as wives. I am A Wife. And, not altogether incidentally, I am a mother.

Not too long ago a male friend of mine appeared on the scene fresh from a recent divorce. He had one child, who is, of course, with his ex-wife. He is obviously looking for another wife. As I thought about him while I was ironing one evening, it suddenly occurred to me that I, too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and, if need be, support those dependent upon me. I want a wife who will work and send me to school. And while I am going to school I want a wife to take care of my children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine, too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the children's clothes and keep them mended. I want a wife who is a good nurturant attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It may mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.

I want a wife who will take care of *my* physical needs. I want a wife who will keep my house clean. A wife who will pick up after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when need be, and who will see to it that my personal things are kept in their proper place so that I can find what I need the minute I need it. I want a wife who cooks the meals, a wife who is a *good* cook. I want a wife who will plan the menus, do the necessary grocery shopping, prepare the meals, serve them pleasantly, and then do the cleaning up while I do my studying. I want a wife who will care for me when I am sick and sympathize with my pain and loss of time from school. I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene.

I want a wife who will not bother me with rambling complaints about a wife's duties. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across in my course of studies. And I want a wife who will type my papers for me when I have written them.

I want a wife who will take care of the details of my social life. When my wife and I are invited out by my friends, I want a wife who will take care of the babysitting arrangements. When I meet people at school that I like and want to

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SOURCE: From the December 20, 1971 issue of New York. Copyright © 1979 by the NYM Corporation. Reprinted with permission of New York Magazine.

entertain, I want a wife who will have the house clean, will prepare a special meal, serve it to me and my friends, and not interrupt when I talk about the things that interest me and my friends. I want a wife who will have arranged that the children are fed and ready for bed before my guests arrive so that the children do not bother us.

And I want a wife who knows that sometimes I need a night out by myself.

I want a wife who is sensitive to my sexual needs, a wife who makes love passionately and eagerly when I feel like it, a wife who makes sure that I am satisfied. And, of course, I want a wife who will not demand sexual attention when I am not in the mood for it. I want a wife who assumes the complete responsibility for birth control, because I do not want more children. I want a wife who will remain sexually faithful to me so that I do not have to clutter up my intellectual life with jealousies. And I want a wife who understands that *my* sexual needs may entail more than strict adherence to monogamy. I must, after all, be able to relate to people as fully as possible.

If, by chance, I find another person more suitable as a wife than the wife I already have, I want the liberty to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.

When I am through with school and have a job, I want my wife to quit working and remain at home so that my wife can more fully and completely take care of a wife's duties.

My God, who *wouldn't* want a wife?

CAREER AWARENESS

In the process of career awareness, the student acquires specific information about occupations--the nature of the job, job qualifications, the employment outlook, and training and promotion possibilities. Sources of career information include people employed in a specific occupation and occupational literature such as the Dictionary of Occupational Titles and the Occupational Outlook Handbook, both of which are standard resources that should be available in the counselor's office.

The career awareness activities that follow are designed to acquaint students with various occupations as well as to analyze how sex-role stereotyping can limit the occupational aspirations of students, especially female students.

SUGGESTED ACTIVITIES FOR COUNSELING

I. GROUP COUNSELING ACTIVITIES

Objective: To become familiar with the nature and educational requirements of various occupations

A. Name That Profession

Select a specific number of students to play the parts of panelists and mystery guests, and have them form three panels. Have the panelists ask the mystery guests (who represent different professions) questions such as the ones listed below. Each panel should guess its mystery guest's profession. Students playing the part of mystery guest should do some preliminary research on the occupation.

Questions for Panel #1

1. Do you wear a uniform?
2. Do you work five days a week?
3. Do you have your own office?
4. Approximately how many people do you work with?
5. What is your annual salary?
6. Do you work inside a building?
7. Can someone be in your profession without having a degree?
8. At what age can a person start working in your profession?
9. Do you make people emotional?
10. What percentage of workers in your profession are women?

Mystery Guest's profession: Minister

Questions for Panel #2

1. Do you wear a uniform?
2. Are you in a position to make decisions?
3. Can you make people cry?
4. Do you have set working hours?
5. What is your annual salary?
6. What kinds of degrees do you have?
7. Do you work with a special group of people?
8. Are there many women or minorities in your particular field?
9. Do you work indoors or outdoors?
10. Do you use equipment in your profession?

Mystery Guest's profession: Judge

Questions for Panel #3

1. What was your educational major?
2. Do you work with equipment?
3. Do you work with people?
4. Do you sit, stand, or walk on the job?
5. What is your annual salary?
6. Do you work with vehicles?
7. Are there many women or minorities in your profession?
8. Can you take a cocktail at lunch in your profession?
9. Do you have set working hours?
10. Do you make any math computations on the job?

Mystery Guest's profession:
Air Traffic Controller

Use standard occupational literature to expand on the questions for panelists or to have other professions represented.

B. Occupational Bingo

See the sample bingo card that follows. Ask students to prepare bingo cards by writing one occupation in each square (they can use listings and descriptions from the Dictionary of Occupational Titles). For each occupation students assign to a square, they should write a description of the occupation on a slip of paper. Place the slips of paper in a box. Draw out one slip at a time and announce it to the class. The first student to have a row of jobs from those announced declares bingo--or in this case, gets the job.

TEACHER	PIPE FITTER	TELEPHONE OPERATOR	REPAIRER	BOOKKEEPER
KEYPUNCH OPERATOR	AVIATOR	LAB TECHNICIAN	PRINTER	ASTRONAUT
SALESCLERK	GUARD	STENOGRAPHER	BAKER	FIDDLER
TYPIST	WELDER	GEMOLOGIST	NURSE	BARTENDER
TEXTILE WORKER	FIRE FIGHTER	ENGRAVER	ADVERTISING SALESPERSON	BUS DRIVER

C. Occupational Roots

Have students examine their families' occupational roots, illustrating the occupations family members hold or have held for the past four generations. Ask them to examine the results to see if occupational choices were limited by sex, education, race, or other factors; use this information as a guide to discussing and comparing students' own career plans. Ask students why there might be differences in the occupational choices of their family members and themselves, as follows:

- Is it the lack of occupational information?
- Is it the lack of education?
- Is it because of societal biases?
- Is it because we haven't tried to find employment in these areas?

D. Occupational Auctions

Hold an auction in which students bid for occupations. Using the Dictionary of Occupational Titles, select ten different jobs and list them on the chalkboard. To determine dollars for bidding, have students multiply the number of months old they are by the number of children in their family.

Example: Age 16 years 5 months = 197 months old

197 months old
x 4 children in family

788 dollars to bid on a job

Have one student act as the class recorder to record the final bid on each job. Then start the bidding.

After the auction, discuss the values that the students showed by their bids. For example:

- Were there differences in bids by males and females?
- Were more bids for "glamorous" jobs than for blue-collar jobs?
- What job brought the highest bid?
- What job brought the lowest bid?
- Was there a relationship between the amount bid on a job and the amount of salary a person could earn in that job?
- Does salary seem to be more important than job satisfaction or job security?

E. Dream/Reality Jobs

Ask each student to list ten jobs she or he would like to have.

Next ask students to place a T before those jobs which require training and an E before those which require education beyond high school.

Now ask students to place an R before those jobs which are realistic (those they consider possible) and a D before those which they consider a dream (those they think are not really possible).

Discuss with students the jobs marked D--dream jobs--as follows:

- Why were those jobs selected for the original list? What experiences or information led to their selection?
- What is it about those jobs that makes them seem like dreams?
- How do people make dreams come true?

- Why is it important to have alternative plans when dreams cannot be achieved?

Be sure to compare the comments of males and females, noting how often sex or race is a factor. This might be an appropriate time to discuss equal opportunity laws.

F. Inventory of Educational Requirements for Occupations

Have students indicate the minimum educational requirements for each occupation on the following list by writing in a, b, c, d, or e. (You can use the *Dictionary of Occupational Titles* to expand the list.) For each incorrect response, have the students use standard occupational literature to explore the occupation and its requirements.

Minimum Educational Requirements

a. High school
b. Junior college/technical school
c. Four-year college
d. Graduate school
e. Apprenticeship

Occupations

___ 1. Truck driver
___ 2. Sewing machine operator
___ 3. Cosmetologist
___ 4. Physician
___ 5. Accountant
___ 6. Typist
___ 7. Carpenter
___ 8. Plumber
___ 9. Lawyer
___ 10. Computer programmer
___ 11. Engineer
___ 12. Medical secretary
___ 13. Registered nurse
___ 14. Mechanic
___ 15. Heavy equipment operator
___ 16. Telephone operator
___ 17. Waiter/waitress
___ 18. Letter carrier
___ 19. Newspaper reporter
___ 20. Farmer
___ 21. Counselor

Answers:
1. a
2. a
3. b
4. d
5. c
6. a
7. e
8. e
9. d
10. c
11. c
12. b
13. c
14. b
15. e
16. a
17. a
18. a
19. c
20. a
21. d

G. Choose a Job

Give each student a mimeographed sheet that lists many occupations, in a format such as the following. Ask the students to circle the occupations that seem more like them.

I am more like a . . .	salesclerk	than a	singer
	newspaper reporter		repairer
	data processor		nurse
	beautician		secretary
	mechanic		gardener
	chemist		machinist
	bricklayer		lawyer
	guard		salesperson
	court reporter		painter
	cashier		fashion model
	computer programmer		bartender
	drafter		delivery person
	dancer		typist
	teacher		file clerk
	baker		bookkeeper
	telephone operator		physician
	physical therapist		engineer
	veterinarian		child-care worker
	motel manager		keypunch operator
	medical technician		travel agent
	librarian		taxi driver
	metalworker		X-ray technician

Discuss with students what characteristics about these occupations interest them the most. Have the students review the personal characteristics they identified in the self-awareness activities.

II. SUGGESTIONS FOR BULLETIN BOARD DISPLAYS

Objective: To become familiar with women's participation in the work force

A. Display comparative information about educational requirements and salaries in traditional and nontraditional careers.

B. Display photos and other illustrations of females performing nontraditional work (use clippings from newspapers and magazines).

C. Make displays featuring statistics on women in the labor force (available from the Women's Bureau, U.S. Department of Labor).

Bulletin Board Suggestions

HERE'S SOME INFORMATION WITH A REAL PUNCH TO IT!

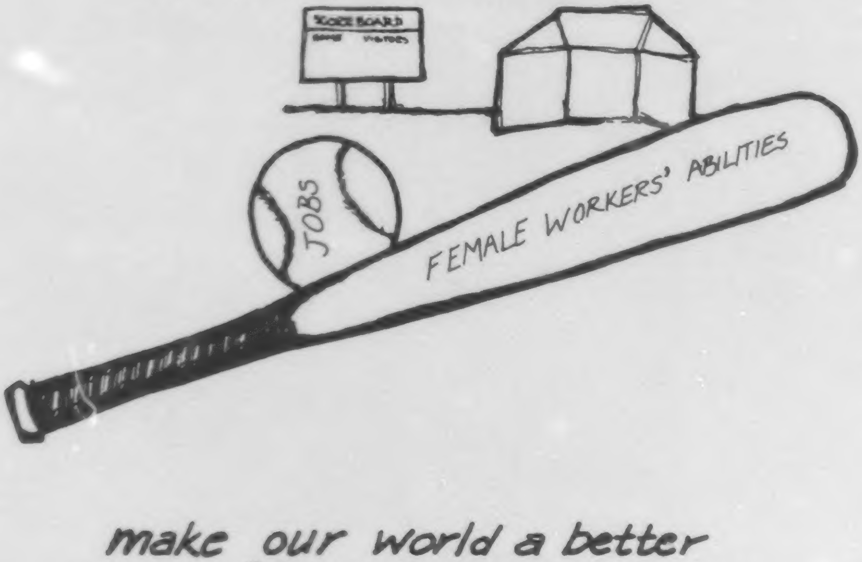
Average weekly earnings of beginning computer programmers, 1980, by selected city

City	Average weekly earnings
Detroit	$346.50
Miami	321.50
Los Angeles	314.50
Chicago	311.00
Houston	308.50
Milwaukee	291.00
Minneapolis-St. Paul	289.50
Dallas	282.00
Baltimore	276.00
Boston	258.00

SOURCE: Occupational Outlook Handbook, 1982-83 edition, U.S. Department of Labor, Bureau of Labor Statistics, April 1982.

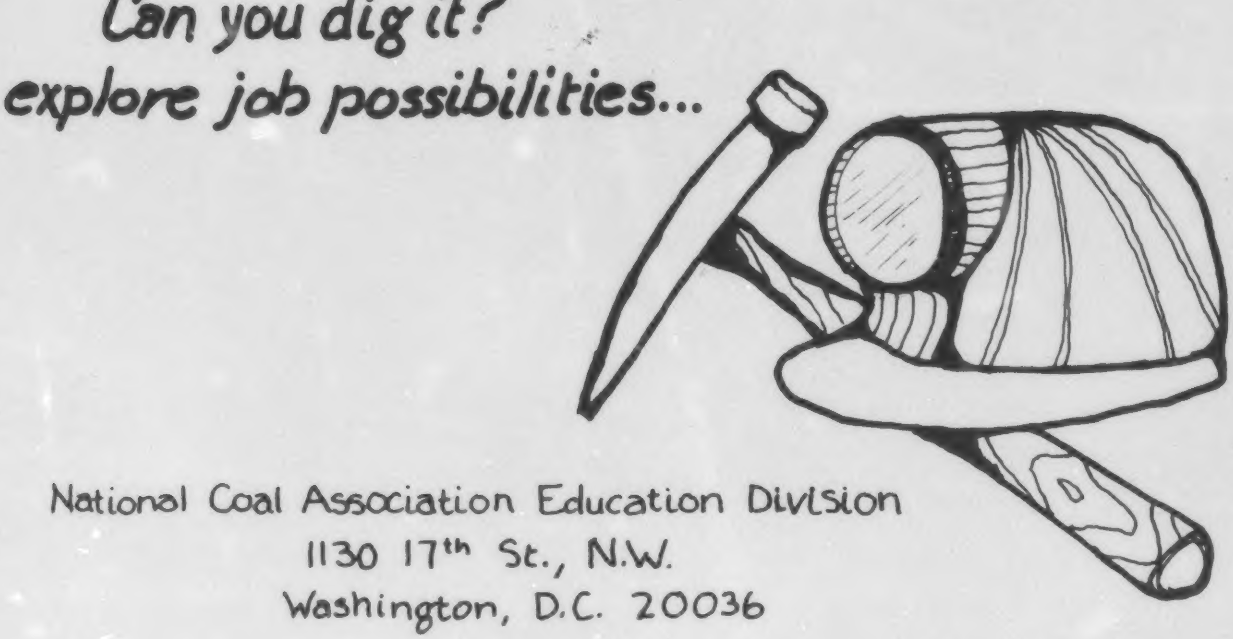
USE YOUR TALENTS

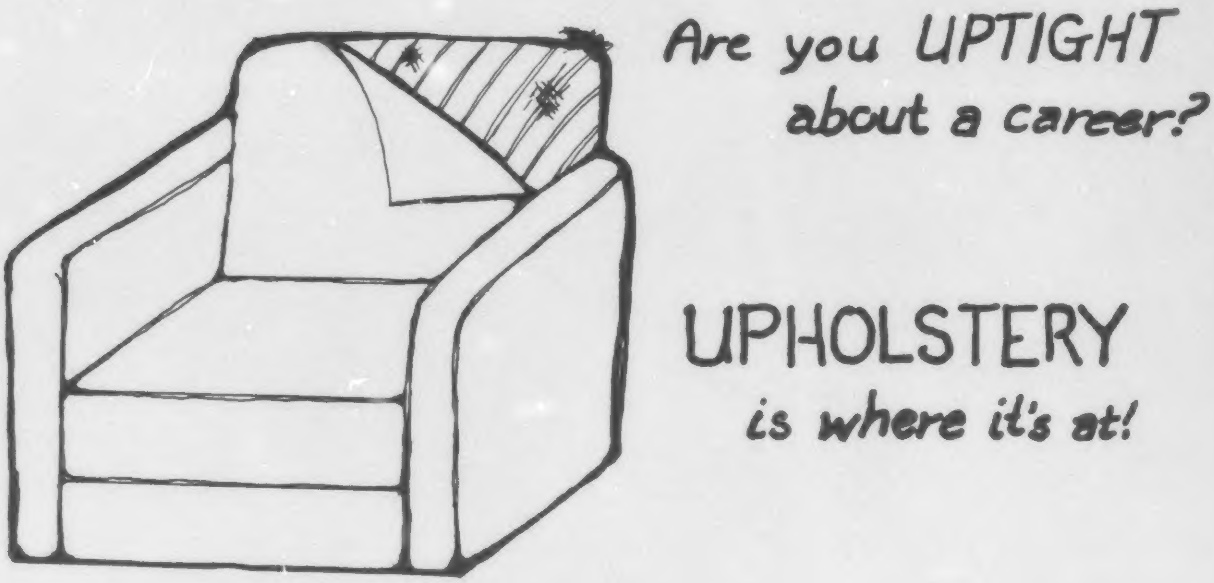
Go for a home run!



make our world a better "BALL GAME"

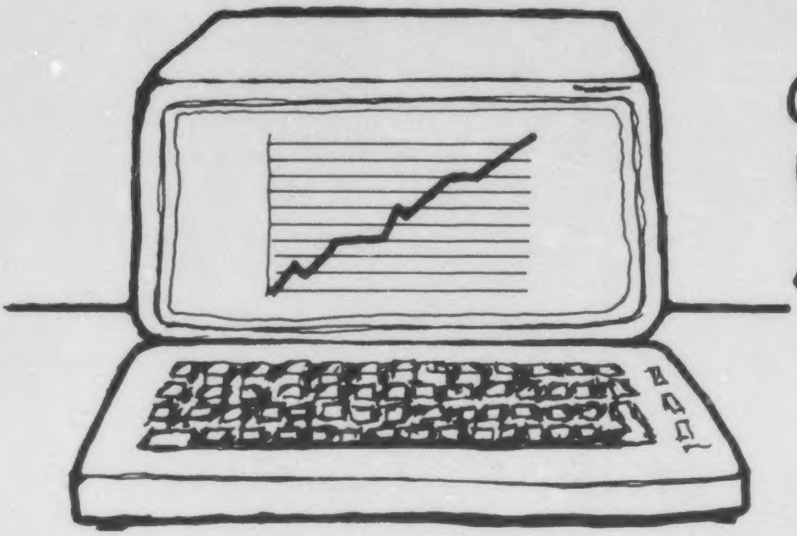
Bulletin Board Suggestions


Can you dig it?
explore job possibilities...
National Coal Association Education Division
1130 17th St., N.W.
Washington, D.C. 20036


Are you UPTIGHT
about a career?
UPHOLSTERY
is where it's at!

Bulletin Board Suggestions

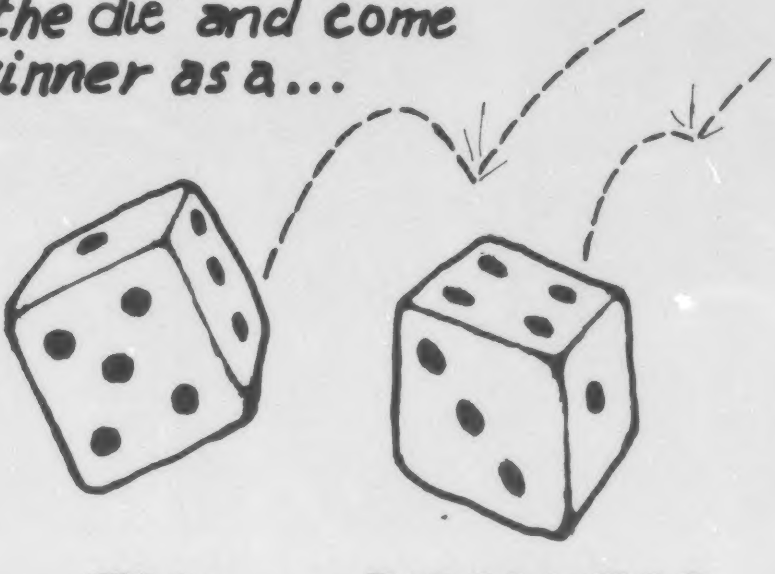
The one job where putting something in... gives you something back...



COMPUTER PROGRAMMING

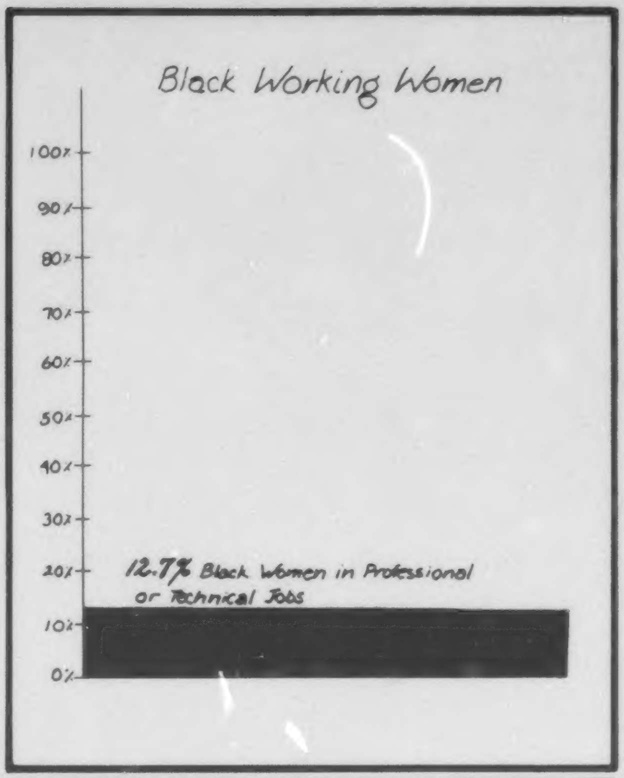
is where it's at!

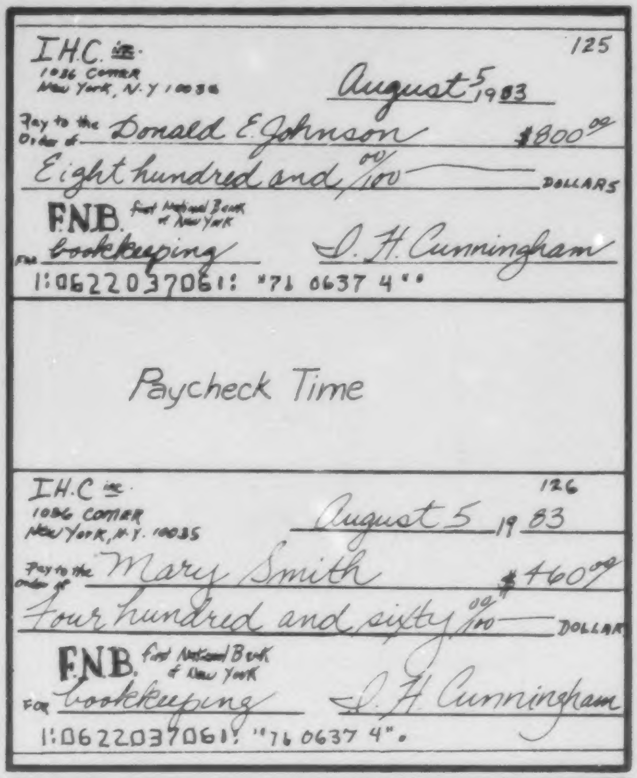
Can you cast the "die" and come up a winner as a...



TOOL and DIE MAKER?

Women's Work Statistics




I.H.C. inc.
1036 Comer
New York, N.Y 10036

125

August 5 1983

Pay to the Order of Donald E. Johnson $800 00

Eight hundred and 00/100 DOLLARS

F.N.B. First National Bank of New York

For bookkeeping

D. H. Cunningham

1:06220370611: "71 0637 4""

Paycheck Time

I.H.C inc.
1036 Comer
New York, N.Y. 10035

126

August 5 19 83

Pay to the order of Mary Smith $460 00

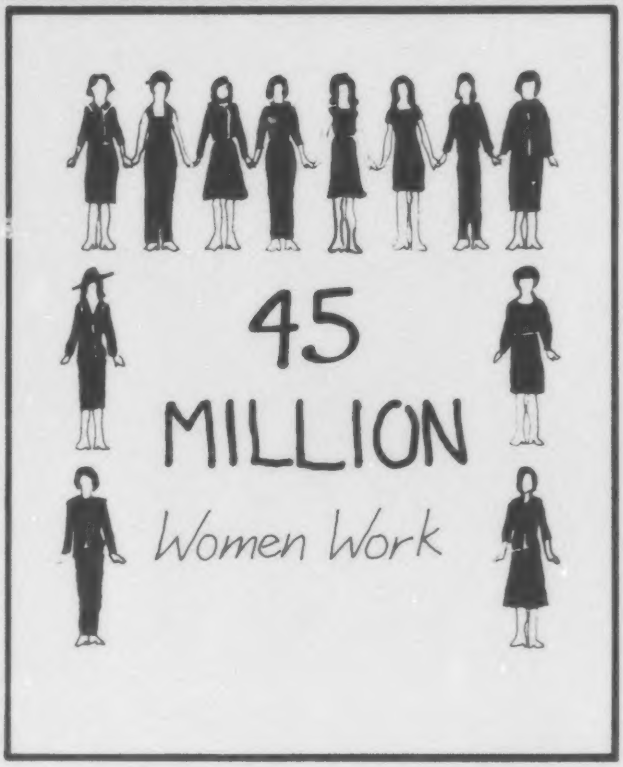
Four hundred and sixty 00/100 DOLLARS

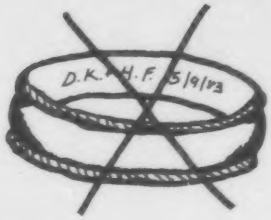
F.N.B. First National Bank of New York

For bookkeeping

D. H. Cunningham

1:06220370611: "71 0637 4".





11 MILLION WOMEN WORKERS
ARE SINGLE AND HAVE NEVER
BEEN MARRIED

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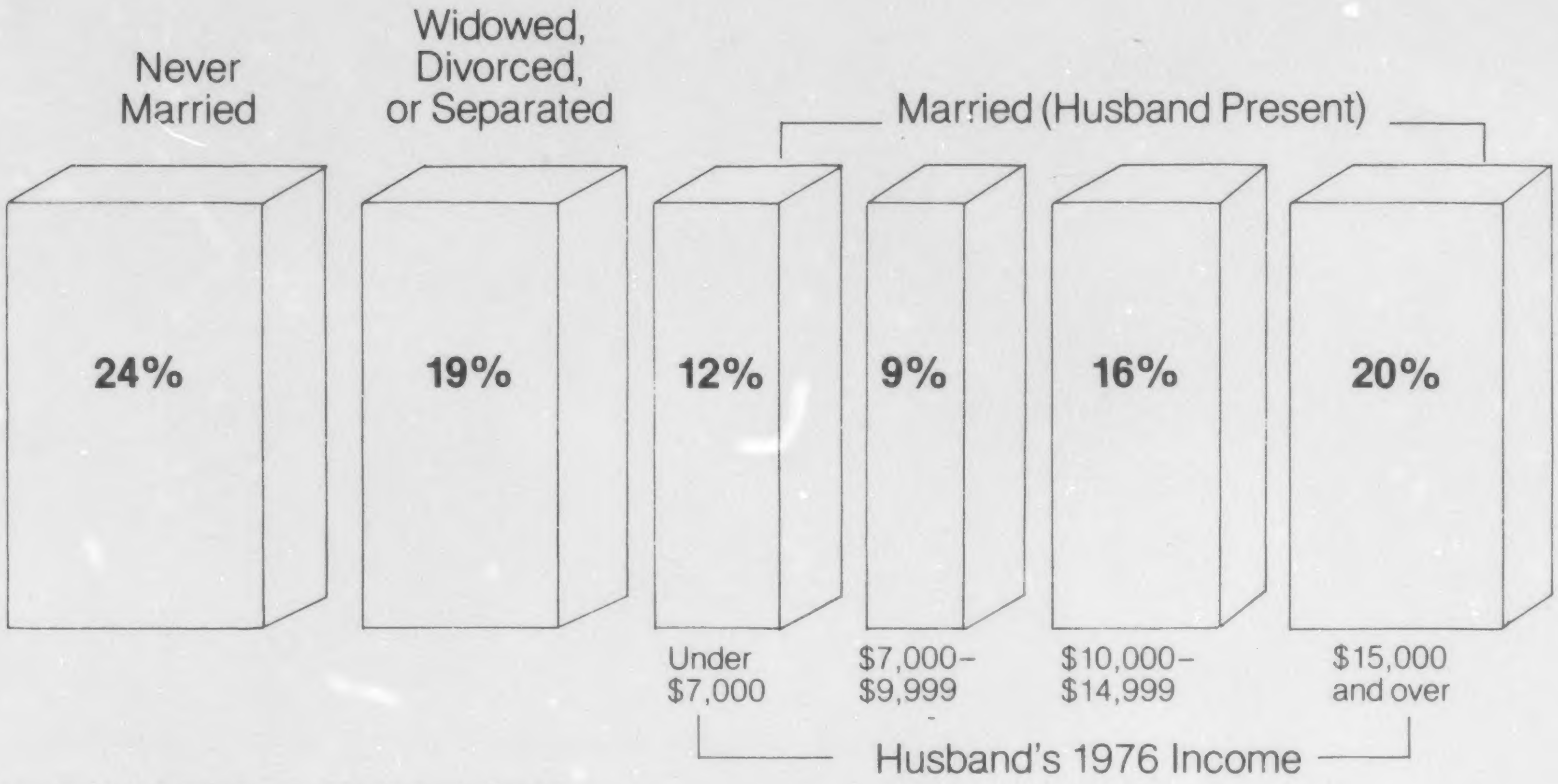
Most Women Work Because of Economic Need

(Women in the Labor Force, by Marital Status, March 1977)



Source: Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1978

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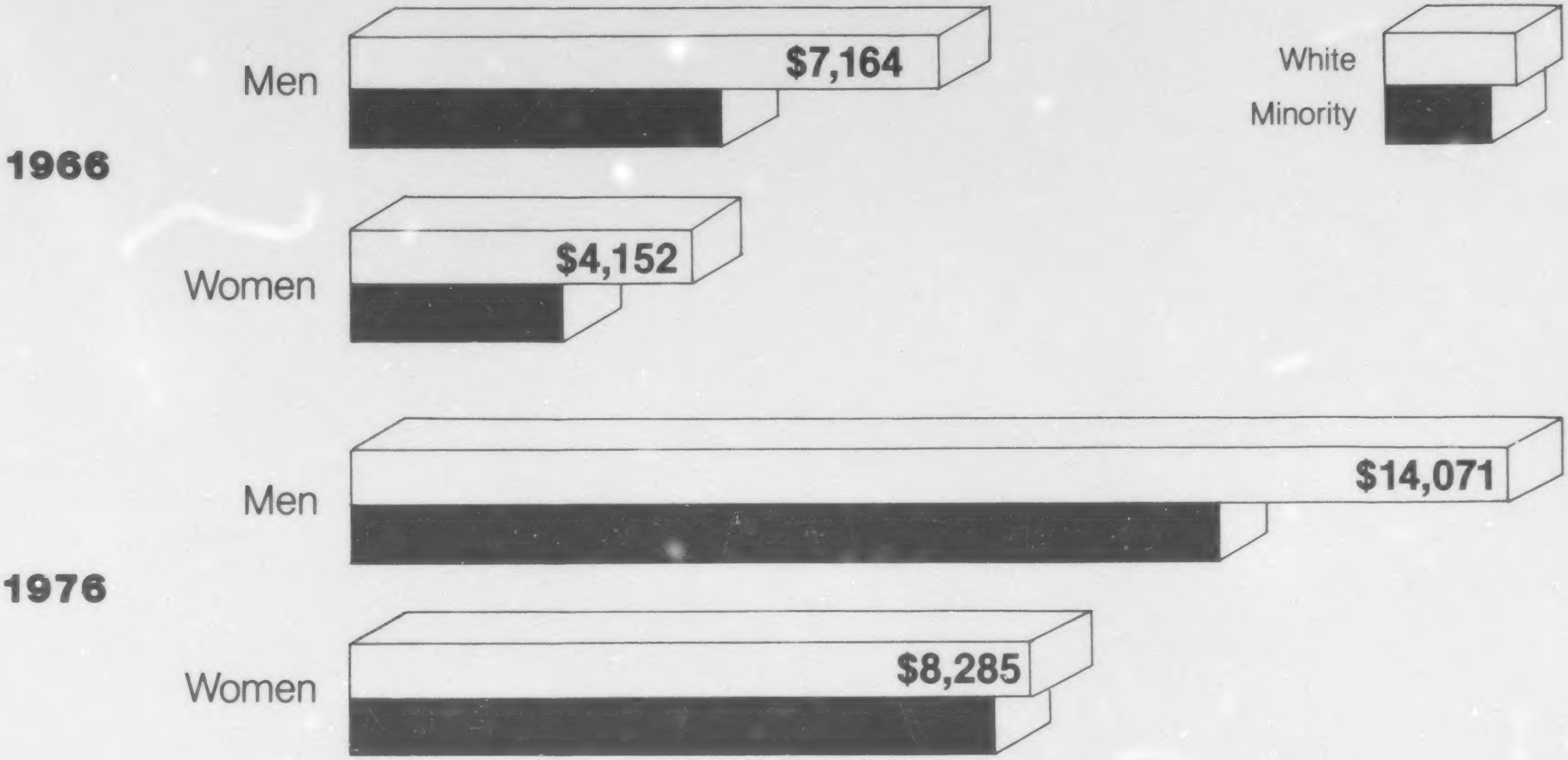
Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races



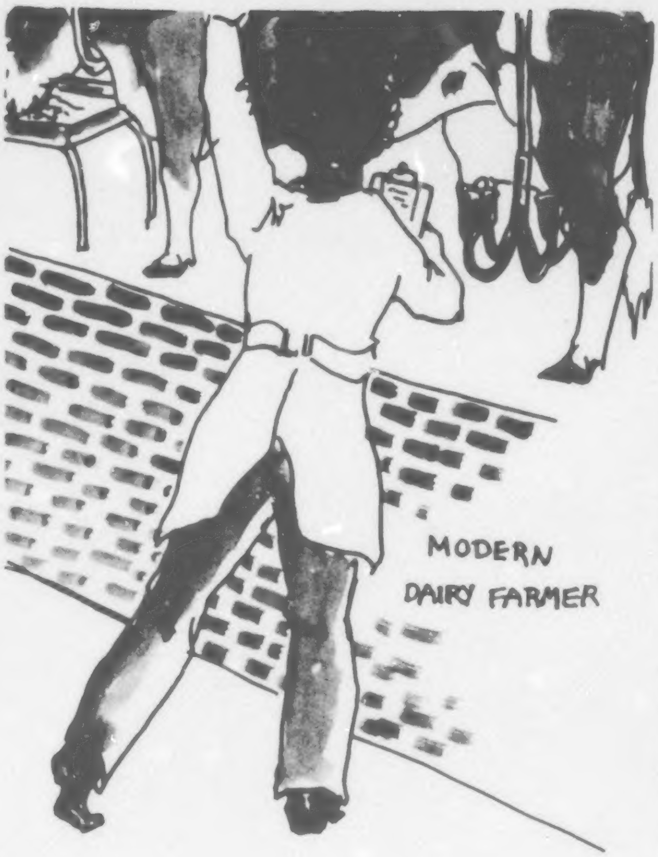
*Includes all races other than white.

Source: Prepared by the Women's Bureau, Office of the Secretary, U.S. Department of Labor, from data published by the Bureau of the Census, U.S. Department of Commerce.

August 1978

Bulletin Board Suggestions

Careers and Women



III. ACTIVITIES INVOLVING RESOURCE PERSONS

Seek females who are employed in nontraditional jobs and/or who have the multiple roles of wife, mother, and worker. Involve these persons in career-day programs.

IV. SUGGESTIONS FOR FIELD TRIPS

Arrange for female students to tour employment sites and talk with women employed in nontraditional jobs. General questions students might ask are:

- How does it feel to work in a male-dominated job? Do you feel less feminine?
- What factors encouraged you to seek this job?
- What kind of treatment do you get from male co-workers?
- What is the general reaction of family and friends to your job?
- Do you think a woman in your job can successfully integrate the roles of worker, mother, and wife?

SUPPLEMENTAL ACTIVITIES FOR ALL CLASSES

Following are activities suitable for classes in the performing and creative arts, literature, science, math, physical education, and social studies.

Objective: To recognize the contributions and achievements of women in various professions

I. RESEARCH: GENERAL

A. Highlight women's contributions in each subject area by having students complete "Name the Person of Renown." Students can do a research paper on various women of achievement.

Name the Person of Renown

__________ 1. This person soared to the top of the company of distinguished American actresses with her performances as the mother of Kunta Kinte in "Roots," Rebecca Morgan in Sounder, and Jane Pittman in "The Autobiography of Miss Jane Pittman."

__________ 2. In 1960 she was known as the World's Fastest Woman. She was the first American woman to win three Olympic gold medals.

__________ 3. This person was the first Black congresswoman and the first woman from a major political party in the United States ever to run for President.

__________ 4. This person is presently the director of the Martin Luther King, Jr., Center for Social Change, located in Atlanta, Georgia, and is also a musician and a peace activist.

__________ 5. This woman was a blind-deaf-mute person whose education and training represented the most extraordinary accomplishments ever made in the education of persons so handicapped.

__________ 6. She was the first Black American tennis player to win a major U.S. national tennis title.

__________ 7. She was an American anthropologist who was the Assistant Curator and the Associate Curator of Ethnology at the American Museum of Natural History and who in 1954 was named Adjunct Professor of Anthropology at Columbia University.

__________ 8. She was once appointed Ambassador to Luxembourg, became a director on the boards of three top corporations, and was named Secretary of the U.S. Department of Housing and Urban Development by President Jimmy Carter.

__________ 9. She was a former slave who helped found the Underground Railroad, thus helping more than 75,000 slaves escape from slavery to the Free North.

__________ 10. She was a runaway slave who spoke out for women's suffrage and took an Alabama slave owner to court to win her son's freedom.

__________ 11. This woman was a great jazz and blues singer of the 1930s who was called Lady Day by all who loved and respected her. She wore a gardenia in her hair as a trademark.

__________ 12. This person was a famous gospel singer who moved gospel music from the storefront to the concert hall. She received numerous honorary degrees and supported Martin Luther King, Jr., in his struggle for freedom. She died in 1972.

__________ 13. She is a poet who specializes in books for children. She wrote the poem "Ego Tripping."

__________ 14. She was elected to the U.S. House of Representatives in 1972 as one of the first southern Blacks elected to the House since the turn of the century.

__________ 15. This woman refused to move to the back of a crowded bus in Montgomery, Alabama, because she was tired after working all day. Her courageous actions marked the beginning of the civil rights sit-ins led by Martin Luther King, Jr.

__________ 16. She was the first Black woman to be given a major role by the Metropolitan Opera.

__________ 17. She is a singer who gained popularity in the 1960s while singing on the TV series Sing Along with Mitch. More recently she played Kizzie in "Roots."

__________ 18. She was the first woman to be employed by a major TV network as an evening news anchor, working with Harry Reasoner. She is currently a news interviewer and as such has interviewed such people as the Cuban premier, Fidel Castro; the Shah of Iran; and former Presidents Richard Nixon and Jimmy Carter.

__________ 19. She is an Olympic skater who won acclaim for her skating ability upon earning the gold medal for the United States in 1976.

__________ 20. She is an actress and author who was especially popular in the 1960s and the early 1970s. She played Alex Haley's mother in "Roots." She also shares the spotlight with her famous husband, Ossie Davis, on a Saturday children's show aired on the Mutual Black Network.

__________ 21. She is the U.S. tennis champion and feminist who fought to get prizes for women's tennis equal to those awarded for men's matches.

__________ 22. This woman was born and raised in Detroit, Michigan, was the lead singer in a famous female group managed by Motown's Barry Gordy, and starred as Dorothy in the movie The Wiz.

__________ 23. In 1976 she became the first woman to qualify for the Indianapolis 500.

__________ 24. She is the first woman elected to the U.S. Senate on her own merits, rather than as a result of the death of a husband. She was elected from Wichita, Kansas, in the 1978 elections.

__________ 25. She was the first woman and the first Black to head the Peace Corps. However, because of differences with her immediate superior, she resigned in November 1978.

ANSWERS TO "NAME THE PERSON OF RENOWN"

1. Cicely Tyson
2. Wilma Rudolph
3. Shirley Chisholm
4. Coretta Scott King
5. Helen Keller
6. Althea Gibson
7. Margaret Mead
8. Patricia Roberts Harris
9. Harriet Tubman
10. Sojourner Truth
11. Billie Holiday
12. Mahalia Jackson
13. Nikki Giovanni
14. Barbara Jordan
15. Rosa Parks
16. Marian Anderson
17. Leslie Uggams
18. Barbara Walters
19. Dorothy Hamill
20. Ruby Dee
21. Billie Jean King
22. Diana Ross
23. Janet Guthrie
24. Nancy Landon Kassebaum
25. Carolyn Payton

B. Have students examine their textbooks for sexism, using the checklist in Appendix B-8. Have students write publishers to report their findings and to obtain feedback on publishers' efforts to include women in textbooks.

C. Have students identify and explore jobs that are related to each subject area; ask them to obtain statistics on women's involvement. Have students share their information with other class members. Each student can decide on the best method to share the information, e.g., chart, report, picture, poem, or song.

D. Explore with students the myths and realities of women's participation in the work force; use the data that follow. Present the myths to students first, and next have them either reject or support the myths by interviewing employers and employees from the community.

For example:

Myth	Possible Interviewees
The employment of mothers leads to juvenile delinquency.	juvenile probation officer
Men don't like to work for women supervisors.	male employee who has a female supervisor

Ask students to report their findings to the class. Then present the realities to the class as a whole.

EXPLORING THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male co-workers; their training is costly and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities.

SOURCE: Excerpted from The Myth and the Reality, Women's Bureau, U.S. Department of Labor, May 1974.

The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

II. RESEARCH: SOCIAL STUDIES CLASSES

A. Have students trace the women's suffrage movement. (This activity is recommended for American history classes.)

B. Have students discuss the pros and cons of the ERA. Students can present their views through a debate or an assembly program or perhaps through submitting an article to the local newspaper. (This activity is recommended for civics classes.)

C. Have students trace the history of the ERA and its progress toward ratification. Ask them to state their opinions as to whether the ERA should be ratified. (This activity is recommended for government classes.)

D. Have students research female elected officials at the national, state, and local levels. What kinds of positions are women holding? Which of these positions can be classified as traditional and which as nontraditional? (This activity is recommended for government classes.)

III. RESEARCH: LITERATURE CLASSES

A. Have students compare the writings of female and male poets and novelists. Are there differences in themes?

B. Have students prepare a research paper on the stereotyped images of women in American literature.

IV. RESEARCH: PHYSICAL EDUCATION CLASSES

A. Have students trace the involvement of women in sports in the past ten years; they can use sports magazines and journals. Ask them to study the effects equal opportunity laws may have had on increasing women's participation in sports.

B. Have students review court cases involving female participation in sports. (Sample cases are on pages 82-84.)

C. Have students explore the pros and cons of the following issues. Students can present their findings in a debate, during an assembly program, or by submitting an article to the local newspaper.

- Should women participate in all sports?
- Should women compete against men in sports?
- Should rules governing sports be different for males and females?

V. RESEARCH: INDUSTRIAL ARTS CLASSES

A. Have students prepare a comparative study of (a) women's participation in the crafts and trades and (b) their participation in white-collar professions. Ask students to compare salaries, employment outlook, etc.

B. Have students explore the trends in our nation that have led to the demand for crafts and trades professionals.

SUPPLEMENTAL ACTIVITIES FOR PHYSICAL EDUCATION CLASSES

Objective: To recognize the contributions and achievements of women in various professions

I. GROUP COUNSELING ACTIVITIES

Review Title IX with students as it affects the school's athletics program (see Appendix B-10).

II. ACTIVITIES INVOLVING RESOURCE PERSONS

Invite to the class local women who have made gains in the sports world or who are involved in a specific sport traditionally dominated by males. You can contact athletics programs at area colleges and universities for the names of prospective class visitors. General discussion items might include:

- Reviewing those factors which influenced the women's decision to participate in athletics
- Reviewing their personal feelings toward working in a traditionally male-dominated area
- Discussing treatment they receive from male co-workers on the job
- Discussing the general reactions of the women's families and friends to their involvement in sports
- Discussing employment opportunities for women in the profession
- Providing statistics about women in the profession

SUPPLEMENTAL ACTIVITIES FOR SOCIAL STUDIES CLASSES

Objective: To develop an understanding of equal opportunity laws and how they promote equity for women

I. ACTIVITIES INVOLVING RESOURCE PERSONS

Request that the Equal Employment Opportunity Commission (EEOC) send a representative to class to discuss the relevant laws and how that agency handles complaints.

II. SUGGESTIONS FOR FIELD TRIPS

Have students visit court when a case involving sex discrimination is in progress.

III. SUGGESTIONS FOR ROLE PLAYING

Have students role play an actual court case involving sex discrimination. This activity will build students' research and communication skills while they learn about equal opportunity laws. (Sample cases are provided on pages 82-84.) Then have students write an essay describing their role-playing experiences and whether they have now developed a better understanding of sex bias in our society.

SAMPLE COURT CASE

Kathleen ZICHY and Jane E. Schofer

v.

The CITY OF PHILADELPHIA.*

Civ. A. No. 72-1810.

United States District Court.
E. D. Pennsylvania.

March 19, 1975.

Female city employees who had been refused sick leave benefits while taking maternity leave brought civil rights action against the city. The District Court, Newcomer, J., held that city's refusal to permit women to take sick leave during maternity absence constituted illegal discrimination on the basis of sex where the refusal resulted in adverse effects on the women's advancement prospects, salary increases, and fringe benefits; that fact that such action by the city might not violate the Fourteenth Amendment did not preclude finding that it violated the Civil Rights Act; and that sex discrimination provisions of Civil Rights Act were applicable.

Plaintiff's motion for partial summary judgment granted.

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*392 F. Supp. 338 (1975)

SAMPLE COURT CASE

Brenda CLINTON, Plaintiff,

v.

John S. NAGY et al., Defendants.*

No. C 74-994.

United States District Court,
N. D. Ohio, E. D.

Nov. 14, 1974.

Plaintiff, a twelve-year-old girl, brought action through her mother as next friend seeking issuance of temporary restraining order and preliminary and permanent injunction against defendants, city commissioner of division of recreation, director of football association, director of certain football teams, and mayor of city, alleging that defendants were depriving her of equal recreational opportunities because of her sex in refusing to allow plaintiff the opportunity to qualify to play football in recreational league. The District Court for the Northern District of Ohio, Lambros, J., held that plaintiff showed substantial likelihood of success on merits of her claim that city's regulation which prevented plaintiff from playing football, a contact sport, did not bear a reasonable relationship to any legitimate stated purpose and that defendant should be enjoined from enforcing such regulations, so that, in the absence of any evidence that plaintiff did not possess qualifications and physical ability required of male members to participate in football league or evidence that plaintiff was more susceptible to injury than male members of league, motions for temporary restraining order would be granted.

Motion for temporary restraining order granted.

---

*411 F. Supp. 1396 (1974)

SAMPLE COURT CASE

SCHAEFER et al., Plaintiffs,
v.
TANNIAN et al., Defendants.
Civ. A. No. 39943.

United States District Court,
E. D. Michigan, S. D.

May 13, 1975.

Class of women who were employed or might be employed by police department, which had previously been ordered to eliminate discriminatory practices, sought to enjoin layoff or demotion of female police officers, sergeants or lieutenants, who had been hired or promoted pursuant to prior court order, as result of budgetary deficit being experienced by city. The District Court, Ralph M. Freeman, J., held that collective bargaining agreement of police lieutenants and sergeants association which provided for demotion to be based on time in rank served to perpetuate past discrimination and was not a bona fide seniority system; that proposed layoffs and demotions would place an undue burden on women; and that, where many police officers scheduled to be laid off were paid substantially through federal funds, court would prohibit layoff of federally funded employees, especially where that order would result in fewer total police officers being laid off, a lesser percentage of women being laid off, and no officer, male or female, being laid off who was not originally scheduled for layoff.

Order accordingly.

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*394 F. Supp. 1136 (1975)

SUPPLEMENTAL ACTIVITIES FOR COORDINATORS OF EXTRACURRICULAR ACTIVITIES

Objective: To encourage females to explore nontraditional careers and roles

A. Establish a club in your school for students who have shown interest in nontraditional careers. Have the club plan activities to explore nontraditional careers--for example, putting up occupational displays, organizing a panel discussion with workers in nontraditional careers, and helping arrange for on-site student placements for a day with various employers.

B. Encourage females to get involved in leadership roles by having them make a spot check of the sex composition of various clubs.

- How many females and how many males participate in the club?
- What is the ratio of females to males within the club membership?
- What kinds of positions are females occupying in the club?
- What kinds of positions are males occupying in the club?

During the annual club elections, have female candidates use their findings as part of their platform in the campaign to promote the leadership qualities of females.

CAREER DECISION MAKING

Career decision making is derived from a process of self-awareness and career awareness. It is a meshing together of personal values, interests, aptitudes, and personality with occupational knowledge--educational requirements, employment outlook, salary, and opportunity for advancement.

The activities that follow are designed to build students' decision-making skills and to examine those obstacles which may prevent students from making certain decisions. Particular attention is paid to sex-role stereotyping as an obstacle.

SUGGESTED ACTIVITIES FOR COUNSELING

Objective: To explore the decision-making process and obstacles faced in making decisions

I. GROUP COUNSELING ACTIVITIES

A. Have students respond to the following situations and identify reasons for their response.

Situation #1: Eddie enjoys cooking and decorating. He hopes to become an interior decorator. This semester he has been assigned to a course in auto mechanics. He hates the idea of getting dirty and greasy. Eddie would rather enroll in home economics but is reluctant to discuss his concerns with his counselor, who is a woman. What should Eddie do about the course assignment?

Do students detect any sex-role conflicts Eddie may be facing? How do they think the conflict should be resolved? Do they feel that similar conflicts are present as a person decides on an occupation?

Introduce the second situation by telling students that often we hear phrases such as "If I could do it over, I'd do it differently." Ask students to list decisions they have made that they would like the chance to change. Ask them why they would make a different decision, and note how often their reasons pertain to lack of information, peer pressure, parent or teacher influence, or fear of failure, and so forth.

Situation #2: Louise was an above-average student in mathematics. During high school she received awards for her outstanding achievements in mathematics, and she was able to attend a summer math program. She decided to major in mathematics in college. The first semester Louise received a C in an advanced math course. She immediately switched majors because she was so grade conscious. But now, five years after graduating from college, Louise regrets that she didn't pursue her initial major, because present and future opportunities in math-related fields are good.

Ask students to identify the obstacles Louise faced that prevented her from making a realistic career choice, for example, fear of failure or lack of self-confidence.

B. For the self-awareness activities, students tentatively identified careers to begin exploring, based on an assessment of their interests, abilities, and aptitudes. Have the students list those occupations.

From researching these occupations, what factors can students identify as influencers in making an occupational decision? Have students label these factors as either external or internal.

	External	Internal
Examples:	Parental expectations	Lack of confidence
	Sex/race discrimination	Lack of positive self-image

Objective: To apply decision-making skills to career planning

C. Explain to students that in the decision-making process there are several steps to follow.

Step 1: State the problem, or the decision to be made

Step 2: Identify all possible solutions (alternatives)

Step 3: Identify criteria for selection

Step 4: Weigh the alternatives

Step 5: Select the best alternative

Step 6: Plan a course of action

Step 7: Revise the decision upon review

Now lead students through the process.

There are three occupations students are considering from the self-awareness activities. Ask students to list them.

Example: Mathematics

1. ____

2. ____

3. ____

STEP 1: State the problem, or the decision to be made.

Example: What areas in math should I choose?

____

____

STEP 2: Identify all possible solutions (alternatives). Ask students to brainstorm alternatives.

Example: Computer science, research, high school teaching, college teaching

STEP 3: Identify criteria for selection.

Example: Prefer working inside; prefer working with people; must be daytime work, not overtime; prefer not relocating; prefer minimum travel; want good salary and job security; want to start work immediately after acquiring Bachelor's degree

STEP 4: Weigh the alternatives. Have students rank each occupation according to the criteria for selection.

Example: #1 High school math teacher
#2 Computer programmer
#3 Researcher

1. ____________________

2. ____________________

3. ____________________

STEP 5: Select the best alternative.

Example: High school math teacher

STEP 6: Plan a course of action. Describe the course of action the student can take now and upon completing high school.

Example: Applying to a college to acquire training; accumulating summer work experience, such as being a math tutor, to get firsthand experience and help make a decision about math teaching as a career

STEP 7: Revise the decision upon review.

Example: After working as a math tutor or taking several college-level math courses, I may decide to pursue a math-related occupation that involves research and/or analysis (e.g., statistician, actuary, systems analyst) rather than teaching.

Now have students continue practicing decision making by using the following handout, "Deciding What to Do," which consolidates the decision-making steps. Write on the chalkboard a specific problem ("What subjects should I take in high school?" "Should I plan to go to college?"), and distribute the handout to students to use as a worksheet in reaching a decision about the problem.

DECIDING WHAT TO DO

1. State the problem (the one on the chalkboard).

   ____

   ____

2. List as many solutions as you can--the sky's the limit!

   ____

   ____

   ____

   ____

3. Begin a process of elimination with the solutions.

Item Eliminated	Reason
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

4. Analyze your reasoning--are you reaching as far as you are capable? Are you being realistic? Do you need practice in generating alternatives?

5. Decide which solution seems most reasonable and why.

   ____

   ____

   ____

D. Activities Involving Resource Persons

Arrange for students to interview women who are employed in nontraditional careers. Students can discuss with these women the factors that influenced their decision to enter a nontraditional career. Students can also ask how these women have handled sex-role and values conflicts and what kinds of external assistance they have found to help resolve such conflicts.

SAMPLE FORM FOR EVALUATING ACTIVITIES

Title or description of activity ______________________________

User ______________________________

Grade level or subject ______________________________

1. Please comment on the activity's appropriateness in achieving the stated objectives:

2. Please comment on how the activity was incorporated in the classroom:

3. Please comment on the activity's

    a. Clarity of instructions: ______________________________

    b. Appropriateness for your grade level: ______________________________
    ____

    c. Appropriateness for a mixed-sex group: ______________________________
    ____

    d. Appropriateness for a large______ small______ group: ______________________________
    ____

4. Please describe any modifications you made in the activity:

5. What were the drawbacks, if any, in implementing the activity (e.g., time, resources)?

6. What were students' general reactions to the activity?

APPENDIX A:

SUPPLEMENTAL ACTIVITIES, AWARENESS PROGRAM FOR COUNSELORS

A-1 Word Association Game

A-2 "Sex-Role Stereotypes: Dispelling the Myth in the Schools" (Poem)

A-3 Guidelines for Nonsexist Education

A-4 Recommendations for Avoiding Sexist Language

A-5 Examining Counseling Activities and Materials

A-6 Exploring Sexism in the Media

A-1: Word Association Game

Have the group engage in this word association game before you lead the discussion of cultural influences on sex-role development. Give each participant an answer sheet containing only numbers. As you call out the words listed below, have participants write M (Male), F (Female), or 0 (no thought) beside each number, according to their first impression. (You may add to the list of adjectives and nouns.)

1. Pink
2. Cook
3. Gun
4. Timid
5. Doll
6. Chef
7. Flowers
8. Leader
9. Nurse
10. Football
11. Tears
12. Blue
13. Independent
14. Mathematician
15. Teacher
16. Executive
17. Dependent
18. Baby-sitter
19. Secretary
20. Doctor
21. Softball
22. Boss

Now have the group examine the responses. Is there evidence of sex bias? Why or why not? Ask the group to think of other words--especially those related to occupations--that are automatically associated with one's sex.

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A-2: "Sex-Role Stereotypes: Dispelling the Myth in the Schools" (Poem)

Copy the following poem, "Mother Goose' by Joellen Watson, and have participants read it. What are their reactions?

MOTHER GOOSE 1977

Mary went to school each day
and so did her big brother
He'd become a doctor
and she a wife and mother.

Everything she did in school
was monitored with care
to assure she would aspire
thus and nevermore would dare

To dream of flying jet planes
or exploring outer space
solving quadratic equations
or winning an auto race.

The textbooks featured stories
of daring and exciting deeds
the boys get all the glory
the girls stay home and read

Or knit or sew or clean the house
or dutifully help their mothers
while adventure and excitement
are the privileges of their brother.

So if you would a daughter raise
to be a good mother and wife
Send her to the public schools
and she'll be programmed for life!

Peter went to school each day
where he was forced to sit
he knew if he didn't conform to rules
his teacher'd have a fit.

One day Peter read a book
in which the hero died
Peter found the story sad
and so he sat and cried.

"Why, Peter," said the teacher,
"I'm surprised at you
I thought you were a brave strong boy
caring will never do!"

Peter had a favorite doll
he brought him to school
the other children laughed at him
he thought them very cruel.

Peter quickly learned in school
that boys are brave and strong;
while girls can cry and play with dolls
for boys these things are wrong.

So if you would have your son grow up
to be brave and never cry
Send him to the public schools
and you scarcely have to try!

Mary and Peter go to school
they learn that they are free
to choose whatever interests them
to be what they want to be.

Sometimes Peter takes his doll
and cuddles him with care
perhaps he'll be a father
and he knows it's only fair

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that fathers care for children
and work in the household too
and mothers are free as people
to do what they want to do.

Mary can run very fast
hit a ball and climb a tree
she knows when she is all grown up
she can be what she wants to be.

No more are girls just mothers
or boys not free to cry
they are free as people
to learn and live and try

most anything they want to do
in a school that allows them to be
developing as people
free like you and me!

A-3: Guidelines for Nonsexist Education

Copy the following handout, "Guidelines for Non-Sexist Education," and distribute it to participants, who will be using it to examine curriculum materials and classroom activities and practices. Have on hand samples of school textbooks for examination. Ask participants to identify specific activities they can use to sharpen students' perceptions of stereotypes, using the list of activities contained in the handout. (See Appendix B-8 for additional curriculum analysis guidelines.)

GUIDELINES FOR NON-SEXIST EDUCATION

Women on Words and Images, Princeton, New Jersey

Most textbooks used in schools today are sexist. While these texts are directly concerned with the instruction of skills and the imparting of knowledge in various subject areas, they are indirectly expressing the attitudes and values of society. It is important that everyone dealing with children become aware of restrictive, narrow, sexist attitudes portrayed in the majority of school curriculum materials.

CHECKLIST TO EVALUATE SEXISM IN CURRICULUM MATERIALS

The following guidelines may be used to examine individual books for sexism:

	Male	Female
1. Number of stories where main character is		
2. Number of illustrations		
3. Number of times children are shown:		
a. in active play		
b. using initiative		
c. independent		
d. solving problems		
e. earning money		
f. receiving recognition		
g. being inventive		
h. involved in sports		
i. being passive		
j. fearful		
k. helpless		
l. receiving help		
m. in quiet play		
4. Number of times adults are shown:		
a. in different occupations		
b. playing with children		
c. taking children on outings		
d. teaching skills		
e. showing tenderness		
f. scolding children		
g. biographically		

OTHER CONSIDERATIONS

When examining books or curriculum materials, these additional questions need to be considered:

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1. Are boys allowed to show emotion?
2. Are boys and girls portrayed with a range of human response--e.g., fear, anger, aggression, excitement and tenderness?
3. Are there derogatory comments directed at women and girls?
4. Are mothers shown in roles other than housework or child rearing?
5. Are mothers employed outside the home? . . . in a wide range of occupations or only in stereotypical ones?
6. Are fathers shown in roles other than going to work or doing traditional chores?
7. Are all members of the family involved in household tasks?
8. Are boys and girls participating equally in physical and intellectual activities?
9. Are both boys and girls developing independent lives, independently meeting challenges and finding their own solutions?
10. Are there any stories about one-parent families? . . . families without children? . . . are babysitters and day-care centers shown?
11. Are only girls rewarded for their looks or given "grooming" instructions?
12. Are there one or two bright examples of equal sex treatment in materials which are fundamentally dominated by male role models?
13. Are generic "he" and masculine pronouns used to represent all people--e.g., "mankind," "fireman" and "mailman"?
14. Is family responsibility assumed to be the domain of females while males assume a breadwinner position?
15. Are the changing roles of men and women discussed?

CLASSROOM PRACTICES

Awareness of the existence of sexism in all curriculum materials is important. In addition, attitudes and practices of teachers in the classroom influence students' impressions of what is expected of them. The following are examples of classroom practices which are detrimental to the full development of every child:

1. Attendance taken by sex.
2. Classroom tasks assigned by sex.
3. Classroom activities different for each sex.
4. Different extracurricular activities for each sex.
5. Different expectations for each sex academically and socially.
6. Differing expectations of acceptable (unacceptable) behavior for each sex.
7. Differing treatment of acceptable (unacceptable) behavior for each sex.

CLASSROOM ACTIVITIES

The following specific activities are suggested to sharpen the student's perceptions of stereotypes:

1. Discuss the limiting aspects of stereotyping.
2. Have students reverse roles.
3. Have students point out stereotypes in their own books.
4. Have students discuss stereotypes in television shows.
5. Have students discuss "what they want to be" and assist them in identifying any sex role socialization as the basis for their aspirations.
6. Set up displays on non-traditional jobs for males and females.

7. Set up displays emphasizing the role women play in sports.
8. Set up displays showing males in nurturing roles.
9. Use non-sexist bibliographies for choosing books.
10. Have a wide range of biographies of both men and women available in the classroom.

A-4: Recommendations for Avoiding Sexist Language

Scott, Foresman and Company has published the following guidelines for improving the image of women in textbooks. Distribute copies. List on newsprint examples of sexist language, and have participants suggest possible alternatives.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

DEALING WITH THE OMISSION OF WOMEN

Terms and titles which use *man* to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

Examples of Sexist Language:	Possible Alternatives:
early man	early humans, early men and women
Neanderthal man	Neanderthals, Neanderthal men and women
When man invented the wheel . . .	When the wheel was invented . . . When people invented the wheel . . .
History of the Black Man in America	*History of Black People in America*
Man and His World	*World History*

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

Examples of Sexist Language:	Possible Alternatives:
businessmen	businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists*
congressmen	members of Congress, congressmen and women
mailmen	letter carriers
repairmen	people who repair . . . , repairers

A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

Examples of Sexist Language:	Possible Alternatives:
the fair sex, the weaker sex	women
the girls in the office	the women in the office
sculptress, suffragette	sculptor, suffragist
the ladies and the men	the women and the men, the ladies and the gentlemen
men (and women)	men and women

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*Since the term *businessmen* is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.

Reprinted with permission from Guidelines for Improving the Image of Women in Textbooks. Glenview, Ill.: Scott, Foresman and Company, 1972.

man and wife	husband and wife, man and woman, the couple
The works of Hemingway, Steinbeck, and Miss Buck were widely read.	The works of Hemingway, Steinbeck, and Buck were widely read.
The poetic styles of Emily Dickinson and E. E. Cummings are quite different. Emily's style is spare and simple, while Cummings' . . .	The poetic styles of Emily Dickinson and E. E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings' . . .
Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium.
	Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blonde grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, credit manager for Bloominghill's department store.
	The candidates were Bryan K. Wilson, a handsome, silver-haired father of three, and Florence Greenwood, a pert, blonde grandmother of five.

ELIMINATING SEX-ROLE STEREOTYPES

Editors and authors should be cautious when they assign certain activities or roles to people or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured playing with dolls or that boys should never be pictured playing with baseballs, but that a more varied picture is also a more realistic one.

Examples of Sexist Language:	Possible Alternatives:
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the family members could take care of it by themselves.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you would like to do when you grow up.

Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.	Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship.
	Personal symbols . . . . To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood.

When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

Examples of Sexist Language:	Possible Alternatives:
Al listened *patiently* to the ladies chatter.	Al listened *patiently* while the women talked.
The *ex-stenographer* got a job as a stewardess with an airline.	The *ex-stenographer* got a degree in accounting.

Words like *spokesperson* and *chairperson*, introduced into the language to prevent the omission of women, should not be applied to women only. When *-person* is used, it refers to either a man or a woman.

Example of Sexist Language:	Possible Alternative:
Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.	Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.

Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping.

Examples of Sexist Language:	Possible Alternatives:
the common man, the man on the street	ordinary people
the man who pays a property tax	the person who pays a property tax
the typical American . . . he	typical Americans . . . they
the teacher . . . she	the teacher . . . he or she, teachers . . . they
the housewife who complains about higher prices	the consumer (homemaker) who complains about higher prices

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitute *he or she*, *her or him*, *him/her*, or a synonym for the noun. It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

CHANGING LANGUAGE THAT DEMEANS WOMEN

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like *girl*, *young woman*, *woman*, *lady*, and *gal* often subtly denigrate women's achievements. They should be used only when their counterparts *boy*, *young man*, *man*, *gentleman*, and *guy* would be appropriate in referring to a male.

Examples of Sexist Language:	Possible Alternatives:
Andrew Wyeth is a fine painter, and Georgia O'Keeffe is a fine woman painter.	Andrew Wyeth and Georgia O'Keeffe are fine painters.
Marie Curie did what few people--men or women--could do.	Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful lady advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

Terms such as *woman doctor* or *female executive* are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

Examples of Sexist Language:	Possible Alternatives:
The ancient Egyptians allowed women considerable control over property.*	Women in ancient Egypt had considerable control over property.

---

*These examples do not make sense inasmuch as terms like *ancient Egyptians*, *slave*, *farmer*, *homeowner* include women.

	Men in ancient Egypt allowed women considerable control over property.[†]
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.[*]	Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.
the farmer and his wife[*]	a farm couple
a homeowner and his family[*]	homeowners and their children

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

Examples of Sexist Language:	Possible Alternatives:
Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.
The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

[†] This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

[*] These examples do not make sense inasmuch as terms like *ancient Egyptians*, *slave*, *farmer*, *homeowner* include women.

A-5: Examining Counseling Activities and Materials

1. Have counselors explore the options that can be presented to females in this year's senior class by taking a survey of what happened to last year's senior class:

   - How many females are currently employed? In what kinds of employment are they engaged?

   - How many are engaged in postsecondary training? What kinds of training areas?

   - How many are married?

   - How many have children?

   - What influence do the counselors feel they have had on the life options chosen by those females?

2. Distribute and discuss the guidelines for assessing sex bias and sex fairness in career interest inventories (see Appendix B-9). Use these guidelines to examine the interest inventories counselors brought to the awareness workshop.

3. Have participants examine their counseling techniques:

   - Do they utilize women in nontraditional jobs as career-day speakers?

   - Do they encourage field trips to work sites where women are employed in nontraditional jobs?

   - Do they use labor market forecasts to provide an up-to-date picture of the employment outlook?

   - In group counseling sessions, do they segregate the sexes for specific topics?

   - Do they make a distinction in the kinds of career information they present to males and females?

   - Do they provide options for females who do not show an interest in and aptitude for college?

4. Have participants examine their counseling resources:

   - Do they have current information about nontraditional vocational education opportunities for women?

   - Do they have current information about nontraditional course offerings and enrollment procedures for four-year and junior colleges?

   - Do they have current information about the job market for women?

- Do they have pamphlets, books, and brochures that depict women in non-traditional occupations (e.g., plumbing)?

- Do they have audiovisual aids that depict women employed in traditionally male-dominated skilled/craft and professional jobs?

- Do they have current data regarding employment opportunities for women in a specific locale? Nationally?

- Do they have guidelines for interpreting interest tests to ensure that tests are not based on traditional expectations for men and women?

A-6: Exploring Sexism in the Media

1. Select magazine pictures that depict sex-role stereotyping, and have a film processor convert them to slides. This gives you an inexpensive slide presentation that can serve as an introduction to sexism in the media. Use the following questions as discussion guides for your presentation.

   - How are family roles portrayed (father and son play games while mother and daughter read; mother buys while father sells)?
   - How are the sexes portrayed in leisure activities (males in active play while females sit and watch)?
   - Are female stereotypes used (Mother Nature, woman as unpredictable or costly)?
   - Are males stereotyped as strong, active, steady, protective, in command?
   - Are Black females shown in movies and in magazines? If so, how? Are varied roles for Black females portrayed in ethnic magazines? If so, what effects might this have on the Black female's self-image? Will it encourage her to be more assertive? More ambitious in setting her goals for employment?
   - In family TV shows, how are women portrayed (the homemaker, caretaker)?
   - In TV commercials, what's being sold? How are females used to persuade both males and females to buy a product?

2. Ask participants to review a copy of today's newspaper to examine it for sexism.

   - Which sex is more frequently in the news?
   - What kinds of articles are featured for males? For females?
   - Which sex is the more frequent writer of stories? What kinds of stories?
   - Are women featured in sports as much as men are?
   - Does the language contain sexist words or phrases?
   - Are there women on the staff of the newspaper? If so, what kinds of positions do they occupy?
   - How are women portrayed in comic strips? How are men portrayed?
   - In the women's section of the newspaper, what kinds of stories are featured? Are they related to homemaking responsibilities?

   Have participants summarize the findings and present them to the editor of the newspaper.

APPENDIX B:

SUPPLEMENTAL MATERIALS, AWARENESS PROGRAM FOR COUNSELORS

B-1 Sources of Statistics about the Labor Market

B-2 Organizations That Promote Women's Equity

B-3 Sources of Career Briefs

B-4 Sources of Career, Employment, and Training Information

B-5 Sources of Financial Aid Resources for Women

B-6 Periodicals on Women's Equity

B-7 Sample Newsletter of the Awareness Program

B-8 Checklists for Analyzing Sexism in Curriculum Materials, an Elementary Reader, and a School Library; Guidance and Counseling

B-9 National Institute of Education Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

B-10 Title IX Questions and Answers

B-11 Federal Laws and Regulations Concerning Sex Discrimination in Employment

B-12 Analyzing Sexism in Extracurricular Activities

B-1: Sources of Statistics about the Labor Market

To obtain labor market information, contact the state agency listed below.

Alabama

Department of Industrial Relations
Industrial Relations Bldg.
649 Monroe Street
Montgomery, AL 36130
(205) 832-5263

Alaska

Chief, Research and Analysis
Employment Security Division
Department of Labor
P.O. Box 3-7000
Juneau, AK 99802
(907) 465-4505

Arizona

Chief, Labor Market Information,
Research and Analysis
Department of Economic Security
P.O. Box 6123
Phoenix, AZ 85005
(602) 255-3616

Arkansas

Chief, Research and Analysis
Employment Security Division
P.O. Box 2981
Little Rock, AR 72203
(501) 371-1541

California

Chief, Employment Data and
Research Division
Employment Development Department
P.O. Box 1679
Sacramento, CA 95808
(916) 445-4434

Colorado

Chief, Research and Development
Division of Employment and Training
Department of Labor and Employment
1278 Lincoln St.
Denver, CO 80203
(303) 866-6316

Connecticut

Director, Research and Information
Employment Security Division
200 Folly Brook Blvd.
Hartford, CT 06115
(203) 566-2120

Delaware

Chief, Office of Planning, Research
and Evaluation
Department of Labor
Bldg. D
Chapman Rd.
Route 273
Newark, DE 19713
(302) 368-6962

District of Columbia

Chief, Labor Market Information
Research and Analysis
D.C. Department of Labor
605 G St., N.W.
Washington, DC 20001
(202) 724-2413

Florida

Chief, Research and Analysis
Florida Department of Labor and
Employment Security
Caldwell Bldg.
Tallahassee, FL 32301
(904) 488-6037

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the original document was blank

Georgia

Director, Labor Information Systems
Employment Security Agency
Department of Labor
254 Washington St., S.W.
Atlanta, GA 30334
(404) 656-3177

Hawaii

Chief, Research and Statistics
Department of Labor and Industrial
Relations
P.O. Box 3680
Honolulu, HI 96811
(808) 548-7639

Idaho

Chief, Research and Analysis
Department of Employment
P.O. Box 35
Boise, ID 83707
(208) 384-2755

Illinois

Manager, Research and Analysis
Division
Bureau of Employment Security
Department of Labor
910 S. Michigan Ave.
Chicago, IL 60605
(312) 793-2316

Indiana

Chief of Research
Employment Security Division
10 N. Senate Ave.
Indianapolis, IN 46204
(317) 232-7702

Iowa

Chief, Research and Analysis
Department of Job Service
1000 E. Grand Ave.
Des Moines, IA 50319
(515) 281-8181

Kansas

Chief, Research and Analysis
Department
Division of Employment
Department of Human Services
401 Topeka Ave.
Topeka, KS 66603
(913) 296-5060

Kentucky

Chief, Research and Statistics
Department of Human Resources
275 E. Main St.
Frankfort, KY 40621
(502) 564-7976

Louisiana

Chief, Research and Statistics
Department of Employment Security
P.O. Box 44094
Baton Rouge, LA 70804
(504) 342-3141

Maine

Director, Manpower Research Division
Employment Security Commission
20 Union St.
Augusta, ME 04330
(207) 289-2271

Maryland

Director, Research and Analysis
Department of Human Resources
1100 N. Eutaw St.
Baltimore, MD 21202
(301) 383-5000

Massachusetts

Director, Job Market Research
Division of Employment Security
Hurley Bldg.
Government Center
Boston, MA 02114
(617) 727-6556

Michigan

Director, Research and Statistics
Division
Employment Security Commission
7310 Woodward Ave.
Detroit, MI 48202
(313) 876-5445

Minnesota

Director, Research and Statistical
Services
Department of Economic Security
390 N. Robert St.
St. Paul, MN 55101
(612) 296-6545

Mississippi

Chief, Research and Statistics
Division
Employment Security Commission
P.O. Box 1699
Jackson, MS 39205
(601) 961-7424

Missouri

Chief, Research and Statistics
Division of Employment Security
Department of Labor and Industrial
Relations
P.O. Box 59
Jefferson City, MO 65101
(314) 751-3215

Montana

Chief, Reports and Analysis
Employment Security Division
P.O. Box 1728
Helena, MT 59601
(406) 449-2430

Nebraska

Chief, Research and Statistics
Division of Employment
Department of Labor
P.O. Box 94600
Lincoln, NE 68509
(402) 475-8451

Nevada

Chief, Employment Security Research
Employment Security Department
500 E. Third St.
Carson City, NV 89713
(702) 885-4550

New Hampshire

Director, Economic Analysis and
Reports
Department of Employment Security
32 S. Main St.
Concord, NH 03301
(603) 224-3311, ext. 251

New Jersey

Director, Division of Planning and
Research
Department of Labor and Industry
P.O. Box 2765
Trenton, NJ 08625
(609) 292-2643

New Mexico

Chief, Research and Statistics
Employment Services Division
P.O. Box 1928
Albuquerque, NM 87103
(505) 842-3105

New York

Director, Division of Research and
Statistics
Department of Labor
State Campus, Bldg. 12
Albany, NY 12240
(518) 457-6181

North Carolina

Director, Bureau of Employment
Security Research
Employment Security Commission
P.O. Box 25903
Raleigh, NC 27611
(919) 733-2936

North Dakota

Chief, Research and Statistics
Employment Security Bureau
P.O. Box 1537
Bismarck, ND 58505
(701) 224-2868

Ohio

Director, Division of Research and Statistics
Bureau of Employment Services
145 S. Front St.
Columbus, OH 43216
(614) 466-3240

Oklahoma

Chief, Research and Planning Division
Employment Security Commission
310 Will Rogers Memorial Office Bldg.
Oklahoma City, OK 73105
(405) 521-3735

Oregon

Assistant Administrator, Research and Statistics
Employment Division
875 Union St., N.E.
Salem, OR 97311
(503) 378-3220

Pennsylvania

Director, Research and Statistics
Bureau of Employment Security
Department of Labor and Industry
Seventh and Forster Sts.
Harrisburg, PA 17121
(717) 787-3265

Puerto Rico

Chief, Research and Statistics
Bureau of Employment Security
505 Munoz Rivera Ave.
Hato Rey, PR 00918
(809) 754-5385

Rhode Island

Supervisor, Employment Security Research
Department of Employment Security
24 Mason St.
Providence, RI 02903
(401) 277-3704

South Carolina

Director, Manpower Research and Analysis
Employment Security Commission
P.O. Box 995
Columbia, SC 29202
(803) 758-8983

South Dakota

Chief, Research and Statistics
Office of Administrative Services
Department of Labor
South St.
P.O. Box 1730
Aberdeen, SD 57401
(605) 622-2314

Tennessee

Chief, Research and Statistics
Department of Employment Security
Cordell Hull Bldg., Rm. 519
Nashville, TN 37219
(615) 741-2284

Texas

Chief, Economic Research and Analysis
Employment Commission
1117 Trinity St.
Austin, TX 78701
(512) 397-4540

Utah

Director, Research and Analysis
Department of Employment Security
P.O. Box 11249
Salt Lake City, UT 84147
(801) 533-2014

Vermont

Chief, Research and Statistics
Department of Employment Security
P.O. Box 488
Montpelier, VT 05602
(802) 229-0311

Virginia

Commissioner, Virginia Employment
Commission
P.O. Box 1358
Richmond, VA 23211
(804) 786-3001

Washington

Chief, Research and Statistics
Employment Security Department
212 Maple Park
Olympia, WA 98504
(206) 753-5224

West Virginia

Chief, Labor and Economic Research
Department of Employment Security
112 California Ave.
Charleston, WV 25305
(304) 885-2660

Wisconsin

Director, Research and Statistics
Department of Industry, Labor and
Human Relations
P.O. Box 7944
Madison, WI 53707
(608) 266-7034

Wyoming

Chief, Reports and Analysis
Employment Security Commission
P.O. Box 2760
Casper, WY 82601
(307) 237-3703

B-2: Organizations That Promote Women's Equity

Abt Publications
55 Wheeler St.
Cambridge, MA 02138

American Association of School Administrators
1801 N. Moore St.
Arlington, VA 22209

American Association of University Women
2401 Virginia Ave., N.W.
Washington, DC 20037

American Civil Liberties Union
22 E. 40th St.
New York, NY 10016

American Council on Education
One Dupont Cir., N.W.
Washington, DC 20036

American Personnel and Guidance Association
Project on Sex Equality and Guidance Opportunities
25 Skyline Pl., Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

Association of American Colleges
Project on the Status and Education of Women
1818 R St., N.W.
Washington, DC 20009

Center for Women's Opportunities
One Dupont Cir., N.W.
Washington, DC 20036

Citizens' Advisory Council on the Status of Women
1249 National Press Bldg.
Washington, DC 20004

Committee to Study Sex Discrimination
832 Garland Ave.
Kalamazoo, MI 49008

Congressional Clearinghouse on Women's Rights
722 House Annex, Bldg. #1
Washington, DC 20515

Department of Health and Human Services (HHS)
Office for Civil Rights
330 Independence Ave., S.W.
Washington, DC 20201

Feminist Press
Box 334
Old Westbury, NY 11568

Feminists Northwest
5038 Nicklas Pl., N.E.
Seattle, WA 98105

KNOW, Inc.
Box 86031
Pittsburgh, PA 15221

Minority Women Employment Program
40 Marietta St. W.
Atlanta, GA 30303

National Black Feminist Organization
4812 46th St., N.W.
Washington, DC 20016

National Commission on Working Women
1211 Connecticut Ave., N.W.
Suite 400
Washington, DC 20036

National Council of Negro Women
815 Second Ave.
New York, NY 10017

National Institute of Education
Office of Educational Research and Improvement
Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

National Organization for Women
Action Center
425 13th St., N.W.
Washington, DC 20004

PEER (Project on Equal Education
Rights)
1112 13th St., N.W.
Washington, DC 20005

Racism and Sexism Resource Center for
Educators
1841 Broadway, Rm. 300
New York, NY 10023

Resource Center on Sex Equity
379 Hall of the States
400 N. Capitol St., N.W.
Washington, DC 20001

Rural American Women
1522 K St., N.W.
Washington, DC 20005

U.S. Commission on Civil Rights
1121 Vermont Ave., N.W., Rm. 500
Washington, DC 20005

U.S. Department of Labor
Women's Bureau
Employment Standards Administration
Washington, DC 20210

Women on Words and Images
P.O. Box 2163
Princeton, NJ 08540

Women's Educational Equity Act Program
U.S. Department of Education
400 Maryland Ave., S.W., Rm. 2031
Washington, DC 20202

Women's Educational Equity Act Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

B-3: Sources of Career Briefs

To obtain career briefs for different occupations in your state, write to the Public Information Office, Employment Security Division, at the address listed in Appendix B-1.

To obtain the titles listed below, contact the nearest regional office of the Bureau of Labor Statistics, as follows:

Atlanta
1371 Peachtree St., N.E.
Atlanta, GA 30367

Boston
1603 Federal Bldg.
Government Center
Boston, MA 02203

Chicago
Federal Office Bldg., Ninth Floor
230 South Dearborn St.
Chicago, IL 60604

Dallas
555 Griffin Square Bldg., Second Floor
Dallas, TX 75202

Kansas City
911 Walnut St.
Kansas City, MO 64106

New York
Suite 3400
1515 Broadway
New York, NY 10036

Philadelphia
P.O. Box 13309
Philadelphia, PA 19101

San Francisco
450 Golden Gate Ave., Box 36017
San Francisco, CA 94102

Bulletin Number	Title
2200-1	Tomorrow's Jobs
2200-2	Business Occupations
2200-3	Engineering and Related Occupations
2200-4	Computer and Mathematics-Related Occupations
2200-5	Physical Scientists
2200-6	Life Scientists and Agricultural Occupations
2200-7	City Managers and Legal and Social Science Occupations
2200-8	Counseling, Social Service, Clergy, and Related Occupations
2200-9	Education and Related Occupations
2200-10	Health Practitioners
2200-11	Dental Auxiliaries, Dietitians, Health Services Administrators, Nurses, Therapy Occupations, and Physician Assistants
2200-12	Health Technologists, Technicians, and Assistants; Dispensing Opticians; Opthalmic Laboratory Technicians; and Medical Records Personnel
2200-13	Communications and Performing Arts Occupations

Bulletin Number	Title
2200-14	Design Occupations
2200-15	Sales Occupations
2200-16	Administrative Support Occupations, Including Clerical
2200-17	Protective Service and Related Occupations
2200-18	Hotel Service and Food Merchandising Occupations
2200-19	Vehicle Mechanics and Related Occupations
2200-20	Machinery Repairers
2200-21	Small Business Occupations
2200-22	Construction Occupations--Structural
2200-23	Construction Occupations--Finishing
2200-24	Printing and Publishing Occupations
2200-25	Metalworking Occupations
2200-26	Production Occupations
2200-27	Transportation Occupations

B-4: Sources of Career, Employment, and Training Information

American Institute for Design and Drafting
3119 Price Rd.
Bartlesville, OK 74003

American Institute of Certified Public Accountants
1211 Ave. of the Americas
New York, NY 10036

American Personnel and Guidance Association
5203 Leesburg Pike
Falls Church, VA 22041

American Psychological Association
Educational Affairs Office
1200 17th St., N.W.
Washington, DC 20036

American Society of Interior Design
730 Fifth Ave.
New York, NY 10019

American Trucking Associations, Inc.
1616 P St., N.W.
Washington, DC 20036

International Brotherhood of Painters and Allied Trades
1750 New York Ave., N.W.
Washington, DC 20006

National Association of Bank Women, Inc.
500 N. Michigan Ave.
Chicago, IL 60611

National Association of Community and Junior Colleges
One Dupont Cir., N.W., Suite 410
Washington, DC 20036

National Association of Trade and Technical Schools
2021 K St., N.W.
Washington, DC 20006

National Health Council
1740 Broadway
New York, NY 10019

National Home Study Council
1601 18th St., N.W.
Washington, DC 20009

National League for Nursing
Career Information Services
10 Columbus Cir.
New York, NY 10009

Society of American Foresters
5400 Grosvenor Ln.
Bethesda, MD 20814

Society of Women Engineers
United Engineering Center, Rm. 305
345 E. 47th St.
New York, NY 10017

United Brotherhood of Carpenters and Joiners of America
101 Constitution Ave., N.W.
Washington, DC 20005

U.S. Office of Personnel Management
1900 E St., N.W.
Washington, DC 20415

Women in Communications, Inc.
P.O. Box 9561
Austin, TX 78766

Women's Bureau
U.S. Department of Labor
200 Constitution Ave., N.W., Rm. S-3005
Washington, DC 20210

B-5: Sources of Financial Aid Resources for Women

UNDERGRADUATE AND GRADUATE

General Information

The Directory of Financial Aids for Women by Gail Ann Schlachter. Los Angeles: Reference Press Service, 1978. $15.95. Describes scholarships, fellowships, loans, grants, internships, awards, and prizes designed primarily or exclusively for women, including an annotated bibliography of general financial aid directories.

Educational Financial Aid Sources for Women. Clairol Loving Care Scholarship Program, 345 Park Avenue, New York, NY 10022. Free. Selected sources of financial aid for women students [illegible] listed.

Selected List of Postsecondary Opportunities for Minorities and Women. U.S. Office of Education, Bureau of Postsecondary Education, Washington, DC 20202. Comprehensive list of public and private programs.

Programs

Clairol Loving Care Scholarships. Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Scholarships for full- or part-time study in undergraduate degree programs, vocational schools, or graduate study at the master's or professional level.

Diuguid Fellowships. Council of Southern Universities, Inc., 765 Peachtree Street, N.E., Suite 484, Atlanta, GA 30308. Funds for women over age 21 for one year of retraining or study in a program of formal study, internship, or independent effort; applicants must live or attend school in the South.

Florence Eagleton Grants. Center for the American Woman and Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901. Funds available for research projects on the roles of women in public life.

UNDERGRADUATE ONLY

Programs

Philip Morris Scholarships. Women's Resource Center, Bellarmine College, Newburg Road, Louisville, KY 40205, or Research Center for Women, Alverno College, Milwaukee, WI 53215. Provides funds to women 25 or older who are engaged in part-time study at either a community college or four-year college; applicants must live or attend school in Milwaukee or Louisville.

Reprinted from Financial Aid: A Partial List of Resources for Women by the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009, 1978.

National Association for Women Deans, Administrators, and Counselors (NAWDAC) Grants, NAWDAC, 1625 I Street, N.W., 624-A, Washington, DC 20006. Assistance for women working toward degrees in personnel, guidance and counseling.

Radcliffe Institute Fellowships for Independent Study. Radcliffe Institute, 3 James Street, Cambridge, MA 02138. Aid for postdoctorates in approved areas of research; recipients must have Ph.D. in any area except the arts.

Research Grants for Doctoral Candidates in Women's Studies. Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540. Funds to encourage research on women's role in American society, history, literature, and related fields for women currently enrolled in doctoral programs who have completed all pre-dissertation requirements.

Ruth Strang Research Awards. National Association for Women Deans, Administrators, and Counselors, 1625 I Street, N.W., 624-A, Washington, DC 20006. Funds to promote research in college administration.

Sally Butler International Scholarships. Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Aid for women in graduate programs leading to the degrees of Master of Arts, Master of Arts in Teaching, Doctor of Education, and Doctor of Philosophy in education-related fields.

Tangley Oaks Graduate Fellowships. United Educators Foundation, Tangley Oaks Educational Center, Lake Bluff, IL 60044. Assistance to full- or part-time graduate students, particularly those in the fields of education and library science.

RETURNING STUDENTS

Programs

Association for Women's Active Return to Education (AWARE) Scholarships. Contact: Dr. Revena Jacobsen, 5820 Wilshire Boulevard, Los Angeles, CA 90037. Modest scholarships to full- or part-time students over age 25 who are returning to college after an absence; applicable only at selected colleges in California, Arizona, and Texas.

Career Advancement Scholarships. Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Scholarships to mature women returning to vocational, undergraduate, or graduate school after a break in their education.

Danforth Graduate Fellowships for Women. Danforth Foundation, 222 South Central Avenue, St. Louis, MO 63105. Fellowships for women whose education has been interrupted for three or more consecutive years and who wish to pursue a master's or doctorate in teaching or administration in secondary schools or colleges.

George R. and Eliza Gardner Howard Foundation Fellowships. George R. and Eliza Gardner Howard Foundation, Box 1867, Brown University, Providence, RI 02912. Fellowships for individuals ages 30-40 who pursue studies in the fields of languages and literature, social sciences, history, philosophy, and fine, applied, and performing arts.

Second Career Scholarships for Displaced Homemakers. Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Funding for counseling to assess the displaced homemaker's needs and skills, and for job retraining.

Sororia Alumnae Scholarships. The Sororia Alumnae, University of Washington, 1603 N.E. Ravenna Boulevard, Spokane, WA 98105. Provides low-cost residence, grants, loans, and scholarships to women returning to school.

OCCUPATIONAL TRAINING

Programs

Altrusa International Foundation Awards. Altrusa International Founders Fund, Vocational Aid Committee, 332 Michigan Avenue, Chicago, IL 60604. Awards to women for training or retraining to qualify for employment, with emphasis on vocational education rather than a bachelor's degree.

Soroptimist Awards. Soroptimists International, 1616 Walnut Street, Philadelphia, PA 19103. Training awards to assist mature women to enter or re-enter the labor market.

ATHLETICS

General Information

Athletic Scholarships for Women. American Alliance for Health, Physical Education and Recreation, Publications Office, 1201 16th Street, N.W., Washington, DC 20036. $6.50. Lists 180 schools that are members of the Association for Intercollegiate Athletics for Women, noting which schools offer scholarships for various sports.

Coaching: Women's Athletics. Coaching Magazines, Subscription Department, Box 867, Wallingford, CT 06492. $2.00 per issue.

High School Brochure. Association for Intercollegiate Athletics for Women, 1201 16th Street, N.W., Washington, DC 20036. $.10. Discusses athletic scholarship opportunities for women at more than 800 colleges and universities.

JOURNALISM

Programs

Helen Malloch Scholarships. National Federation of Press Women, 7005 Park Avenue, Richmond, VA 23226. Aid for upperclass or graduate women majoring in journalism.

MEDICAL

Programs

Kappa Kappa Gamma Scholarships. Kappa Kappa Gamma, 565 Sea Queen Drive, Lake Havasu City, AZ 86403. Scholarships for female undergraduate and graduate students studying in the fields of physical therapy, occupational therapy, speech and hearing, learning disabilities, mental health, and social work.

Mary Putnam Jacobi Fellowships. Women's Medical Association of New York, 1740 Broadway, New York, NY 10019. Funds for M.D. graduates to encourage advanced medical study.

SCIENCE, ENGINEERING AND AEROSPACE SCIENCE

Programs

International Business Machines (IBM) Graduate Fellowships. IBM, University and Scientific Relations, Thomas J. Watson Research Center, Box 218, Yorktown Heights, NY 10598. Fellowships for women engineers and scientists to pursue academic study or research in the fields of mathematics, mechanical engineering, physics, chemistry, materials science, electrical engineering, and computer or information science.

Loan Fund for Women in Graduate Engineering Studies. Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Loans made to women with work experience or now completing undergraduate studies to assist in acquiring graduate-level engineering training, principally master's degree programs.

Amelia Earhart Fellowship Awards. Zonta International, 59 East Van Buren Street, Chicago, IL 60605. Financial assistance for female graduate students in aerospace science and engineering.

MINORITY WOMEN

In addition to the resources and programs listed above, minority women of diverse ethnic backgrounds may find the following useful:

General Information

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid by Willis L. Johnson, editor. Garrett Park Press, Garrett Park, MD 20766, 1975. $8.50 prepaid. Information for minority students on financial aid, job retraining, and college awards, with a special section on programs for women.

Financial Aid for Minority Students in Business, Financial Aid for Minority Students in Education, Financial Aid for Minority Students in Journalism/Communications, and *Financial Aid for Minority Students in Law* by Michele S. Wilson. Garrett Park Press, Garrett Park, MD 20766, 1975. $2.00 each.

Going Right On by Carl E. Drummond. College Board Publication Orders, Box 2815, Princeton, NJ 08541. Free. Information and advice for minority students who want to continue their education past high school.

Graduate and Professional School Opportunities for Minority Students, 6th edition. Educational Testing Service, Princeton, NJ 08541. $3.00. Discusses financial aid opportunities for graduate and professional study.

Scholarships Available to Black Students, American Indian Students, and Spanish-Speaking Students. Pasadena Community Service Commission, 500 S. Pasadena Avenue, Pasadena, CA 91105. $.52.

Selected List of Postsecondary Education Opportunities for Minorities and Women. U.S. Office of Education, Bureau of Postsecondary Education, Washington, DC 20202. Comprehensive list of public and private programs, undergraduate and graduate.

Programs

National Center for Atmospheric Research Summer Fellowships for Minority Students. National Center for Atmospheric Research, Advanced Study Program, Box 3000, Boulder, CO 80303. Fellowships for college juniors majoring in mathematics, computer science, physics, chemistry or engineering.

National Fund for Minority Engineering Students (NFMES). NFMES, 220 East 42nd Street, Suite 3105, New York, NY 10017. Incentive grants are awarded to engineering schools which in turn give financial assistance to minority engineering students to support their undergraduate study.

National Medical Fellowships. National Medical Fellowships, Inc., 250 West 57th Street, New York, NY 10019. Awards to students already enrolled in U.S. medical schools.

Registered Nurse Fellowship Program for Ethnic Minorities. American Nurses Association, 2420 Pershing Road, Kansas City, MO 64104. A program for Ph.D. study; applicants should be interested in conducting research in mental health, social and behavioral science or related areas that are relevant to ethnic minorities.

A number of financial aid programs and resources are designed for specific ethnic and racial minority groups:

BLACK STUDENTS

General Information

A Selected List of Major Fellowship Opportunities for Black Students at the Graduate Level. Martin Luther King, Jr. Fellowships, Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540. Free. Advice on how to choose a school and obtain financial aid, including a bibliography and listing of fellowship programs.

Programs

Graduate Fellowships for Black Americans. National Fellowships Fund, Council of Southern Universities, Inc., 795 Peachtree Street, N.E., Suite 484, Atlanta, GA 30308. Funds for doctoral students who plan to enter a career in higher education.

National Scholarship Service and Fund for Negro Students (NSSFNS). NSSFNS, 1776 Broadway, New York, NY 10019. Financial aid primarily for undergraduate students.

Southern Fellowships Fund. Council of Southern Universities, Inc., 795 Peachtree Street, N.E., Suite 484, Atlanta, GA 30308. Fellowships for college seniors, graduate students, and faculty at black colleges to promote the development of faculty and administrative staff at U.S. colleges and universities.

Each of the three major black sororities has a scholarship program for women students: Alpha Kappa Alpha, 5211 South Greenwood Avenue, Chicago, IL 60615; Delta Sigma Theta, 1707 New Hampshire Avenue, N.W., Washington, DC 20009; and Zeta Phi Beta, 1734 New Hampshire Avenue, N.W., Washington, DC 20009.

NATIVE AMERICAN STUDENTS

General Information

Career Development Opportunities for Native Americans. U.S. Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs, Box 1788, Albuquerque, NM 87103. Free. Lists approximately 100 sources of assistance for students who are one-quarter or more Indian, Eskimo, or Aleut.

Programs

Graduate Fellowships for Native Americans. Educational Testing Service, Box 200, Berkeley, CA 94704. For doctoral students in higher education.

Higher Education Scholarship Grant Program. Bureau of Indian Affairs, Box 1788, Albuquerque, NM 87103. Funds for American Indians, Eskimos and Aleuts to continue their education beyond high school, both full- and part-time.

Fellowships for Indian Studies. Office of Indian Education, U.S. Office of Education, ROB-3, Room 3514, Washington, DC 20202. Financial assistance for both undergraduate and graduate students.

Indian Health Employees Scholarship Fund (IHESF). IHESF, Inc., Federal Building, Room 215, 115 Fourth Avenue, S.E., Aberdeen, SD 57401. Scholarships for applicants of Indian descent who plan to enter health fields.

American Indian Scholarship Program. American Indian Scholarships, Inc., Box 1106, Taos, NM 87517. Assistance for graduate students and those in highly specialized non-degree programs.

United Scholarship Service, Inc., Program. United Scholarship Service, Inc., Box 18285, Capitol Hill Station, 941 East 17th Avenue, Denver, CO 80218. Financial aid, counseling, and placement services for undergraduate American Indian students.

HISPANIC STUDENTS

Programs

Graduate Fellowships for Mexican Americans. Educational Testing Service, Box 200, Berkeley, CA 94704. For doctoral students in higher education.

Graduate Fellowships for Puerto Ricans. Educational Testing Service, Box 2822, Princeton, NJ 08541. For doctoral students in higher education.

Mexican American Legal Defense and Education Fund (MALDEF). MALDEF, Educational Programs Department, 145 Ninth Street, San Francisco, CA 94103. Loans for Spanish-surnamed law students enrolled in full-time law school programs.

National Spanish-Surnamed Scholarship Fund. League of United Latin American Citizens (LULAC), 400 First Street, N.W., Washington, DC 20001. Scholarships to assist Spanish-surnamed students in full-time undergraduate study at an outreach center or accredited U.S. college or university.

National Hispanic Scholarship Fund (NHSF). NHSF, Box 571, San Francisco, CA 94101. Scholarships for students of Hispanic background: Mexican-American, Puerto Rican, Cuban, Caribbean, Central and South American who live in the U.S., primarily for undergraduate study.

HANDICAPPED STUDENTS

Programs

Financial Aid for the Handicapped. Department of Health, Education and Welfare, Social and Rehabilitation Service, Division of Vocational Rehabilitation, 623 East Adams Street, Springfield, IL 62706.

B-6: Periodicals on Women's Equity

American Personnel and Guidance Association
2 Skyline Pl., Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

- The Personnel and Guidance Journal
- The School Counselor
- The Vocational Guidance Quarterly

Comment: A Research/Action Report on Wo/men
Office of Women in Higher Education
American Council on Education
One Dupont Cir., N.W.
Washington, DC 20036

Created Equal
Box 22652
Jackson, MS 39205

Equal Opportunity in Higher Education
Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Washington, DC 20037

Federal Education Project Newsletter
733 15th St., N.W., Suite 520
Washington, DC 20005

Ms. Magazine
370 Lexington Ave.
New York, NY 10017

Network News and Notes
Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103

News about Women at Work
National Commission on Working Women
1211 Connecticut Ave., N.W., Suite 400
Washington, DC 20036

Newsnotes
Feminist Press
Box 334
Old Westbury, NY 11568

On Campus with Women
Project on the Status and Education of Women
Association of American Colleges
1818 R St., N.W.
Washington, DC 20009

PEER Perspective
1112 13th St., N.W.
Washington, DC 20005

Sex Equity in Educational Leadership Report
University of Oregon
1472 Kincaid
Eugene, OR 97401

The Spokeswoman
5464 South Shore Dr.
Chicago, IL 60615

TABS (Aids for Ending Sexism in Schools)
744 Carroll St.
Brooklyn, NY 11215

Title IX News
Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Washington, DC 20037

WEEAP Newsflash
Women's Equity Action League Fund
805 15th St., N.W., Suite 822
Washington, DC 20005

Women and Work
Office of Information
U.S. Department of Labor
Washington, DC 20210

Women in Action: Information Summary for the Federal Women's Programs
Office of Personnel Management
1900 E St., N.W.
Washington, DC 20415

B-7: Sample Newsletter of the Awareness Program

UPDATE

A newsletter for counselors participating in
the Women's Equity Project at Miles College-Eutaw

NUMBER 3 MARCH 1979

OUR SINCERE APPRECIATION TO:

Livingston Junior High
Livingston, AL

Eatman Junior High
Eutaw, AL

John Essex High
Demopolis, AL

Eutaw High
Eutaw, AL

Carver Junior High
Eutaw, AL

Livingston High
Livingston, AL

York West End
York, AL

Birdine School
Forkland, AL

Aliceville High
Aliceville, AL

Sincere appreciation is extended to school personnel and students for the time and cooperation given us in the Project. Our involvement with you has been rewarding.

Though you have only made the initial step to address the issue of educational equity for females in your school programs, continuous efforts will allow females to seek options which were never realized before. These options will be made evident by interest and ability rather than gender.

As support to you, the Project will continue to make available staff assistance and resources.

Project Director

AWARENESS ACTIVITIES

At least two of the following activities will be taking place in the various schools in February.

I EXPECT is a group activity for male and female students which examines role assignments. The male students identify their expectations of women and vice versa. The answers should be displayed on a chalk board. Culminate the activity in a debate. Statements should be defended. The object of the exercise is to determine the kinds of assignments which are stereotypical.

A good discussion starter for examining role assignments is I WANT A WIFE. This article appeared in _Ms._ magazine in 1971. The author is a woman. This activity is useful in the classroom as well as in group counseling sessions.

SPOT CHECK ON SCHOOL PROGRAMS is an activity aimed at helping students understand what sex stereotyping is. This is accomplished by asking students questions such as - What sex is the majority in the typing class, home economics, auto mechanics? Which clubs are dominated by males? Females? Who are the club leaders in mixed groups? Aside from making students more aware, it may also encourage participation in extracurricular activities.

IT'S ALL IN THE WAY YOU SEE IT is an activity for male and female students which examines sexism in roles we assign. The activity aims to convey the message that telling an M from a W is all in the way you see it. Students are given a list of items and asked to place an M or W (man or woman) beside each. Examples of items are: cry, be a nurse, wear jewelry, kiss mother, have short hair, pay for a date, sew on a button.

WHATEVER HAPPENED TO DEBBIE KRAFT? is an awareness game for students, counselors, parents, and educators. Debbie Kraft is a high school student with no special advantages of income or family background. She is an ordinary person. What happened to Debbie is the kind of thing that happens to many young women as they try to make decisions about their lives.

VALUE QUESTIONNAIRE FOR MARRIAGE AND FAMILY LIVING is a series of ten unit-organized questionnaires to stimulate discussion on a variety of topics. These value clarification activities can help students reevaluate personal attitudes. Included are units on male and female personality traits, male and female roles and a personal evaluation.

RESOURCES

The resources listed below were selected because of their relevancy to the February theme. They are available upon request.

EXAMINING ROLE ASSIGNMENTS:

1. Sexism in Language and Media (Kit). This combination of silent and sound filmstrips with exercises asks students to analyze current usages in movies, tv, books, and advertising to help them understand the meaning and scope of sexism and to clarify their concepts of the role of men and women in society.

2. Again At The Looking Glass is a good resource for counselors and teachers. It includes suggestions for activities and discussion as well as bibliographies for literature and media.

3. Woman's Changing Place is a concise, informative pamphlet with information on the why and how of the changing role of women.

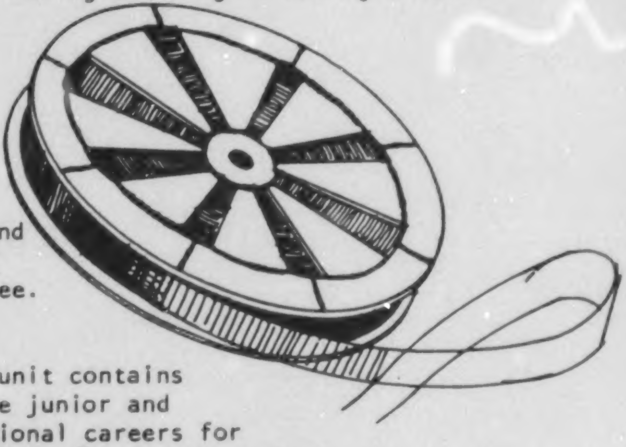
4. Planning for Free Lives is a handbook chock-full of activities aimed at overcoming limitations.

5. Sound filmstrips: American Man: Tradition and Change and American Woman: New Opportunities (see film summaries).

EXPLORING LIFE STYLE POSSIBILITIES

1. Other Choices For Becoming A Woman is a handbook for high school women to help them realize their potential and plan for the future.
2. Free to Choose is a manual designed to help high school males realize the full range of choices available in developing all aspects of their lives.
3. How To Decide is about learning to make decisions, formulating goals, and planning lives in a world of varied opportunities.
4. The Whole Person Book encourages students to develop talents and skills to an optimal level. This book aims at beginning to eliminate tracking of males and females.
5. "What Really Makes Women Happy Today?" is an article which appeared in Redbook magazine. It takes a look at making a living vs making a home.

FILMS



WORK, WHAT'S IT ALL ABOUT & HOW DO YOU GET THERE? These two 16 mm color and sound films provide essential information about careers that do not require a 4-year degree. Explores a variety of careers.

NON-TRADITIONAL CAREERS FOR WOMEN. This unit contains two sound filmstrips designed to introduce junior and senior high school students to non-traditional careers for women. Part 1 briefly reviews the history of the woman's role in the U.S. job market and Part 2 focuses on particular women working in non-traditional careers, opportunities for training, and the diverse job markets for women.

WORKING AMERICANS. This sound filmstrip focuses upon work in general. It is designed to help young people identify some of their own feelings about work and realistic expectations in the working world. The color filmstrip investigates the place of work in American society and the changing attitudes towards work. Includes 1 color filmstrip, 1 LP record, 2 case study units, a career options packet and wall chart.

CAREER TRAINING: HOW, WHAT, WHERE. These sound filmstrips examine where young people can obtain training for life careers. The program examines the possible nature of the job market in the future, the merits of practical versus theoretical education, the combining of practical and academic education in the junior college, the many resources for training programs, and the possibilities of on-the-job training. It includes 4 color filmstrips, 4 LP records, and a teacher's guide.

AMERICAN WOMAN: NEW OPPORTUNITIES. Part 1 "Who are you?" briefly reviews the traditional roles of women and options for the future. Part 2 "Who can you be?" confronts the problem that even though new opportunities exist, prejudices still exist too. Five women in non-traditional occupations look at how to shape their lives for the most rewarding and satisfying arrangement.

AMERICAN MAN: TRADITION AND CHANGE. Introduces the concept of sex role stereotyping to high school students. Part 1 "Traditions in question" explores some of the traditional qualities expected in men. Part 2 "Living with change" uses interviews with both males and females, adults and students to examine some of the problems confronting men because of their role training. Includes 2 filmstrips.

GOOFY GOES TO WORK. A six filmstrip set from Walt Disney traces the step-by-step approach to finding, getting, and keeping a job:

a) what to do before the job search
b) making an application
c) the interview
d) which job is best for you
e) making a good impression
f) changing jobs

Includes cassettes and a teacher's guide.

If you would like to request any of the resources listed above please indicate your choice(s) on the tear slip below.

....

NAME____ SCHOOL________________

BOOK/PAMPHLET____
(Title)

____

FILM____

____

....

Mail your request to : Women's Equity Project
Miles College-Eutaw
P.O. Box 31
Eutaw, AL 35462
Or, give us a call 372-4675

CHECKLIST FOR ANALYZING SEXISM IN CURRICULUM MATERIALS

INSTRUCTIONAL MATERIALS

The power of instructional materials to shape attitudes is particulary strong and direct in the early and middle grades, when they constitute much of the student's information about the world. But the influence is still there in high school and in college. As is the case with the curriculum, the material contained in textbooks represents--at least by inference--both the kind of learning and the particular content that has the institutional stamp of approval. By consequence, it is again the knowledge that is easiest for a student to acquire. Moreover, it is not unfair to assert that textbooks sometimes determine curriculum, and that what is covered in the text ends up being what the school in fact teaches.

The direct implication is that it is critically important for the materials used in schools to foster a sense of personal worth and dignity and a respect for the abilities and rights of *all* people--of all races, of all ethnic backgrounds, and of both sexes.

An examination of instructional materials is convenient because it provides a project with a clear and tangible focus. It may be helpful to follow these steps:

1. Examine both the procedure and the criteria for selecting new instructional materials. A lot of time and energy can be saved later if the consideration of sexism is made a part of initial textbook selection.
2. Take some time at the outset to consider alternatives should the examination discover sexist materials. How soon could such materials reasonably be discontinued? What could be done in the meantime to offset their influence?*
3. Begin by evaluating only selected materials, preferably those in widest use or those about to be adopted.

* * *

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*One alternative exists in the school library and is discussed in that section of this document.

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc.) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.

2. *Most* women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.

3. *Most* men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments *in a wide variety of fields.*

It is worth pausing to emphasize the word *most*: The goal is not to portray all women as bold and aggressive, or all men as timid and self-effacing. The important point is that such traits should not be associated with sex at all. Some *people* are bold while other *people* are timid. Instructional materials should not show a pattern of linking such individual characteristics with groups defined on the basis of sex.

* * *

At the end of this section is a checklist for analyzing instructional materials. This particular list is designed for elementary readers. However, since the general concepts apply to all kinds of instructional materials, it can readily be adapted to suit any curricular area at any educational level. The following additional criteria may be helpful in making adaptations. These are traits of *non*sexist materials:

PICTURE BOOKS -

1. The female figure is shown to be equally as competent as the male figure.
2. The female figure is shown as frequently as the male figure.
3. The female and male figures engage equally in activities. Examples: *"All the children ran," "All the children washed the dishes."*
4. Females are shown in a variety of occupations.
5. Stereotypes of family roles are avoided. Examples: The mother sometimes works outside of the home, while the father works in the home.
6. Female figures are proud and happy to be females.
7. Male figures are shown with emotions appropriate to the situation. Example: Fathers show tenderness toward children.

LANGUAGE ARTS -

Readers:

1. Girls are depicted as often as boys, women as often as men.
2. Females' roles are as varied as males' roles.
3. Females face and solve their own problems.
4. Females' accomplishments, not their clothing or features, are emphasized.
5. Derogatory references (*tomboy*, *sissy*, *old maid*) are omitted.
6. Biographies of women (beyond mere tokenism) are included.

Anthologies:

1. Selections by and about women are included.
2. Biographical headnotes on authors do not imply that women write *intuitively* while men are *conscious artists*.
3. Background materials discuss the position of women in the society of the era, attitudes toward women writers, and the social, political, and economic implications of literary conventions regarding women.

Language Texts:

1. Stereotyping (such as associating women with the kitchen and men with business) is avoided in introducing vocabulary units.
2. Assumptions about women inherent in the language are discussed. Example: *masculine* and *feminine*.
3. Constant listing of the feminine pronoun in a secondary position (such as *he and she* and *he*, *she*, *it*) is avoided. (An alternative is to list them alphabetically: he/she, her/his.)

SOCIAL STUDIES -

History:

1. The roles of women are treated equally with the roles of men. They are given equal attention and equal importance is attached to them.
2. Women are depicted in a variety of roles.
3. Women in nonstereotyped roles (such as politician and labor leader) are treated sympathetically and seriously, not as laughable oddities.
4. The women's movement is discussed as a serious and continuing struggle, not one that ended with the right to vote.
5. Subsuming terminology (such as "*the pioneers and their wives*" and "*the settlers and their wives and children*") which suggests that women were not pioneers and settlers is avoided.
6. The exclusive use of *man* or *men* or *mankind* for *people* is avoided.

Sociology and Psychology:

1. The process of social conditioning is described in such a way as to make it clear that *masculine* and *feminine* are socially defined concepts that vary from culture to culture.
2. Non-Freudian studies of female psychology by feminist psychologists and psychiatrists are included.
3. Courses and units on marriage and the family should be expanded to present a variety of lifestyles (such as single adult living).
4. Courses and units on human development stress individual growth, not adjustment to a statistical norm.

5. Divorce, illegitimacy, juvenile delinquency and prostitution are treated as problems of the whole society. It is not suggested that these are problems created or increased by the emancipation of women.
6. The text indicates that a division of labor based on physical differences ceases to be essential in an automated, mechanized society.

Economics:

1. Information on women in the labor market is included.
2. The problem of sex discrimination is discussed.
3. The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed.
4. Woman is examined as a consumer, including methods of manipulation by the media.
5. The positions of women under different economic systems are examined.
6. Sex stereotyping (such as having women concern themselves with the household budget and men with the stock market) is avoided.

Political Science:

1. The legal status of women is discussed.
2. The under-representation of women in all levels of government is discussed.
3. Government and policy-making are treated as appropriate vocations for both men and women.

ARITHMETIC AND MATHEMATICS -

1. Examples should be drawn from all aspects of life. Boys and girls depicted in examples should not be sex stereotypes (e.g., *boys* as well as girls should bake cookies and *girls* as well as boys should build club houses).
2. Suggestions that women are incompetent in mathematics (such as *"Jane's way"* and *"John's way"* to depict the long and short method, the wrong and right way) are avoided.

HOME ECONOMICS/INDUSTRIAL ARTS -

1. All areas of practical information for personal survival (from cooking and sewing to the use of simple tools and auto repair) are described to facilitate the movement away from sex-segregated courses.
2. Suggestions that certain kinds of work are for women, others for men, are avoided.

FINE ARTS -

1. Achievements of women and men are discussed with equal attention and seriousness, and research is encouraged.
2. The text does not suggest that participation in certain of the arts indicates sexual abnormality (such as the ballet for men).
3. Artistic conventions regarding women are discussed.

4. Discussions do not suggest that women excelling in the arts do so because they are naturally more subjective and intuitive and, therefore, artistic in some respects.
5. Art history texts discuss domestic crafts as important contributions.

SEX EDUCATION -

1. Depending on the age level, the text includes some or all of the following subjects:

   -equality as the necessary basis for a love relationship
   -the social and political implications of the double standard
   -sex, reproduction and parental responsibility
   -birth control methods and reliability
   -a definition of sexuality in non-Freudian, nonstereotyped terms

NATURAL AND PHYSICAL SCIENCES -

1. The discoveries and achievements of women are discussed with equal seriousness and attention as those of men. Example: Madam Curie is shown as someone more than her husband's assistant.
2. Problems and/or discussion questions avoid sex stereotyping, and illustrations show girls working out science problems as often as boys.

CHECKLIST FOR ANALYZING AN ELEMENTARY READER

Yes No

___ ___ 1. All members of the family participate regularly and equally in household chores.

___ ___ 2. There are favorable presentations of mothers employed outside of the home.

___ ___ 3. Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.

___ ___ 4. Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.

___ ___ 5. Girls and boys participate equally in physical activities.

___ ___ 6. Girls and boys participate equally in intellectual activities.

___ ___ 7. One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.

___ ___ 8. Male and female characters respect each other as equals.

___ ___ 9. Girls and boys are both shown to be self-reliant, clever, and brave--capable of facing their own problems and finding their own solutions.

___ ___ 10. Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.

___ ___ 11. There are no unchallenged derogatory sex stereotyped characterizations, such as *"Boys make the best architects,"* or *"Girls are silly."*

___ ___ 12. Both girls and boys are shown as having a wide range of sensibilities, feelings, and responses.

___ ___ 13. Both girls and boys have a wide variety of career options.

___ ___ 14. Adults who have chosen not to marry are portrayed favorably.

___ ___ 15. There are equal numbers of stories with girls and boys as central characters.

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Yes No

___ ___ 16. The male noun or pronoun (*mankind*, *he*) is not used to refer to all people.

___ ___ 17. Girls' accomplishments, not their clothing or features, are emphasized.

___ ___ 18. Clothing and appearance are not used to stereotype characters.

___ ___ 19. Non-human characters and their relationships are not personified in sex stereotypes (for example, depicting dogs as masculine, cats as feminine).

___ ___ 20. [For readers which incorporate biographies . . .] biographies of women in a variety of roles are included.

CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

Yes [illegible]

___ ___ 1. Books and/or library sections are not designated as *for girls* or *for boys*.

___ ___ 2. The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints.

___ ___ 3. The library includes a significant number of biographies and autobiographies by and about women.

___ ___ 4. The library includes materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 5. Library displays include feminist subjects.

___ ___ 6. Library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 7. Procedures and criteria for selecting library materials include evaluation for sexism.

___ ___ 8. The library subscribes to and makes readily available feminist periodicals and publications.

___ ___ 9. Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are *for girls* and others *for boys*.

___ ___ 10. A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials.

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GUIDANCE AND COUNSELING

The meaning of *counseling* varies somewhat depending on whether it is being applied to basic education (K-12) or to higher education. In the first 12 grades, counseling is frequently considered one part of a broad guidance theory. This may include the choosing of programs of study, the selection and scheduling of courses, maintenance of study records, college and/or job placement, counseling for personal and/or learning problems, health care, and discipline. These activities are normally conducted by an identifiable team of professionals called the pupil personnel staff.

Often, institutions of higher education have no coordinated program of counseling services. Health services are available from the infirmary. Academic counseling is a function of the dean's office (usually delegated to individual faculty advisers). Personal counseling may be accessible either through a counseling center or, recently, through a student-staffed hot-line facility. The college placement office maintains career-related credentials. Rarely are more than two or three of these activities integrated.

Because of these differences, it is helpful to consider this aspect of education separately for basic and for higher education.

* * *

Virtually all secondary schools and many elementary schools in Pennsylvania provide some guidance services for their students. This means that their guidance functions are likely to touch all students at some time or another--in the form of career counseling, testing, personal consultation, or some other way. It is extremely important that neither the methods nor the tools show sex-bias. Following are some of the elements of guidance which should be reviewed. Where bias is found, appropriate remedial action should be taken.

> All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.
>
> Students should not be discouraged from taking any class because of their sex.
>
> Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in a coordinated career development program beginning at least as early as the middle years.)
>
> Career materials should be free from sex-bias. (See the Instructional Materials section of this manual for guidelines.)

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Work/study experiences should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.

Vocational preference tests should not have separate forms or separate marking keys for females and males.

Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.

Standardized test items should avoid sex stereotypes in the content of problem statements.

Personal counseling should place emphasis on individual characteristics rather than traditional *masculine* or *feminine* roles.

Pursuant to a 1971 Attorney General's opinion, unless there is a medically certified health danger, guidance personnel should make every effort to keep pregnant students in regular school programs and to provide special guidance where necessary.

Pursuant to a 1973 Attorney General's opinion, a student or the student's parents have the right to examine that student's school records. This option should be exercised to review records for sex-biased comments, test results, and/or interpretations. The ruling provides that student or parental consent should be obtained before records are released to other parties.

College counseling should provide the student with knowledge of different types of postsecondary programs and institutions.

Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination.

B-9: National Institute of Education Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C., in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit--or might cause others to limit--his or her considerations of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers [published in 1974 by the Government Printing Office--Issues of Sex Bias and Sex Fairness in Career Interest Measurement].

The term "career interest inventory," as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The settings include educational and employment related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) requires them to produce, and b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972), or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale).

C. Even if it is empirically demonstrated that separate inventory forms are effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in description of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that a) people in general are of the male gender, and b) certain social roles are automatically sex-linked.

H. The user's manual a) should state clearly that all jobs are appropriate for qualified persons of either sex, and b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex) separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons reentering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of non-stereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information--skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decision. However, the possible biases of these variables should also be taken into consideration.

FOOTNOTES

[1] For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman [and] Company (1972).

[2] An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex bias occurs. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is *not* sex-restrictive if *each* career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude--that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work. . . . The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of both of these interpretations appears in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*, Washington, D.C.: U.S. Government Printing Office, 1974.

REFERENCES

American Psychological Association. *Standards for Educational Psychological Tests*. Washington, D.C.: American Psychological Association, 1974. Available from the American Psychological Association, 1200 17th Street, N.W., Washington, DC 20036. $5.00 for nonmembers; $3.00 for members.

Equal Employment Opportunity Commission. "Guidelines on Employee Selection Procedures." *Federal Register*, Vol. 35, No. 149.

Diamond, Ester E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, D.C.: U.S. Government Printing Office, 1974.

Available from the Career Education Program, National Institute of Education, Washington, DC 20208.

Scott, Foresman and Company. Guidelines for Improving the Image of Women in Textbooks. Glenview, Ill., September 1972. Available from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

Title IX, Education Amendments of 1972. Public Law 92-318, June 23, 1972.

B-10: Title IX Questions and Answers

QUESTION:

What is Title IX?

ANSWER:

Title IX is part of the Education Amendments of 1972. It forbids discrimination on the basis of sex in educational programs or activities that receive federal funds.

QUESTION:

Who must comply with Title IX?

ANSWER:

All institutions receiving federal monies, services, or property by way of a grant, loan, or contract. Virtually every college, university, elementary or secondary school and preschool is covered by some portion of the law. Many clubs and other organizations receive federal funds for educational programs and activities and likewise are covered by Title IX in some manner.

QUESTION:

Who is exempt from Title IX's provisions?

ANSWER:

Congress has specifically exempted all U.S. military and merchant marine training schools and educational institutions controlled by religious organizations, to the extent that the provisions of Title IX would be inconsistent with the basic religious tenets of the school. However, such religious institutions must file a written request for exemption based upon their beliefs. And in 1975 Public Law 94-106 required military schools to admit women.

Not included with regard to admission requirements only are private undergraduate colleges, nonvocational elementary and secondary schools and those public undergraduate schools that have been traditionally and continuously single-sex since their establishment.

However, even institutions whose admissions are exempt from coverage must treat all students without discrimination once they have admitted members of both sexes.

QUESTION:

Does Title IX cover social sororities and fraternities?

ANSWER:

Congress has exempted the membership practices of social fraternities and sororities at the postsecondary level; the Boy Scouts, Girl Scouts, Camp Fire Girls, YWCA, YMCA, and certain voluntary youth services organizations. However, if any of these organizations conduct educational programs that receive federal funds and are open to nonmembers, those programs must be operated in a nondiscriminatory manner.

QUESTION:

Does the law cover student housing?

ANSWER:

Yes. Although male and female student housing may be separate, it must be comparable with regard to fees, services, availability, benefits, and rules and regulations.

QUESTION:

In athletics, what is equal opportunity?

ANSWER:

In determining whether equal opportunities are available, such factors as these will be considered:

-whether the sports selected reflect the interests and abilities of both sexes

-provision of supplies and equipment

-game and practice schedules

-travel and per diem allowances

-coaching and academic tutoring opportunities and the assignment and pay of the coaches and tutors

-locker rooms, practice and competitive facilities

-housing and dining facilities and services

-medical and training services

-publicity

QUESTION:

Are equal expenditures required in each category?

ANSWER:

No. For instance, the men's football team will require a larger equipment budget than the women's basketball team. However, if the men's basketball team members get new shoes every year, so must the members of the women's team.

QUESTION:

When are separate teams for men and women allowed?

ANSWER:

When selection is based on competitive skill or the activity involved is a contact sport, separate teams may be provided for males and females, or a single team may be provided that is open to both sexes. If separate teams are offered, a recipient institution may not discriminate on the basis of sex in providing equipment or supplies or in any other manner.

QUESTION:

If there are insufficient numbers of women interested in participating on a women's track team, must the institution allow an interested woman to compete for a slot on the men's track team?

ANSWER:

If athletic opportunities have previously been limited for women at that school, it must allow women to compete for the men's team if the sport is a noncontact sport such as track. The school may prevent women from participating on a men's team in a contact sport. A school may prevent men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them, regardless of whether the sport is contact or noncontact.

QUESTION:

What are the Title IX requirements for counseling in schools and colleges?

ANSWER:

An institution using testing or other materials for counseling may not use different materials for males and females, nor may it use materials that lead to different treatment of students on the basis of sex. Also, if there is a class or course of study that has a disproportionate number of members of one sex, the school is required to assure that the disproportion doesn't stem from discrimination by counselors or materials.

QUESTION:

Is student employment covered by Title IX?

ANSWER:

Yes. An institution can't discriminate against student employees on the basis of sex (student employment includes work-study programs, teaching and research assistantships, internships, and other types of student employment). In addition, institutions are prohibited from assisting local or national employment recruiters if that recruiting organization discriminates in hiring on the basis of sex.

QUESTION:

May a college administrate or assist in the administration of sex-restrictive scholarships, such as the Rhodes, which provide opportunities for students to study abroad?

ANSWER:

Yes, if (1) the scholarship was created by a will, trust, or similar legal instrument, or by an act of foreign government, and (2) the institution otherwise makes available reasonable opportunities for similar studies abroad by members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

B-11: Federal Laws and Regulations Concerning Sex Discrimination in Employment

Equal Pay Act of 1963	Prohibits discrimination in salaries, including almost all fringe benefits, on the basis of sex.
Title VII of the Civil Rights Act of 1964	Prohibits discrimination in employment, including hiring; firing; salaries; fringe benefits; classifying, assigning, promoting; training, retraining, apprenticeships; and other conditions of employment.
Pregnancy Benefits in Disability and Medical Insurance Plans	Prohibits employers from discriminating on the basis of pregnancy, childbirth, or related medical conditions in hiring, promotions, and seniority rights, as well as fringe benefits.
Executive Order 11246	Prohibits discrimination in employment, including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment, on the basis of race, color, religion, national origin, or sex.
Titles VII and VIII of the Public Health Service Act	Prohibits discrimination in the admission and treatment of students, and against employees working directly with students or prospective students, on the basis of sex.
Title IX of the Education Amendments of 1972	Prohibits discrimination in federally funded education programs on the basis of sex (see Appendix B-10).

B-12: Analyzing Sexism in Extracurricular Activities

When we think of school, we tend to think only of the formal learning/teaching situations: the regular curriculum and the kinds of interactions it fosters. However, a significant portion of the student's involvement may be extracurricular activities recognized and funded by the school as a bona fide, if noncredit, part of the student's education. In this sense they are in fact cocurricular. While the level and nature of student involvement may vary from basic education to higher education, the types of activities tend to be similar: chess clubs, language clubs, intramural and/or interscholastic sports programs, social service clubs, musical associations, sororities and fraternities, and a number of others. This includes activities which are not officially sponsored by the school but for which the school provides facilities or support.

The role of these cocurricular activities in the elimination of sexism is similar to that of other school programs. It may be summarized in the following three points:

- Adult advisers should be sensitive to sexism and should possess the skills to counteract it.
- Activities should be available to all students.
- Funding should be equitable for all activities.

This frequently is not the case. It is not uncommon, in either basic or higher education, for certain activities to be funded on a much larger scale than other activities. Very often, these are the same programs in which participation is limited to one sex.

The most dramatic example of this inequity is in cocurricular athletic programs. The pattern (which, it should be noted, neglects the needs of many males as well as of most females) is simple and provides a model for examining other sex-biased extracurricular activities:

- The school participates in an expensive interscholastic sports program for males. This program is professionally coached and has first access to facilities and equipment.
- The school does not offer--or offers with little funding--an interscholastic sports program for women. There are probably fewer coaches for these programs, and the coaching is likely to be voluntary.
- The school offers a limited intramural sports program, but with little funding and only volunteer coaching. These students have access to facilities only when the interscholastic programs do not wish to use them.

It is important to emphasize here that the sports program, while a useful illustration, is by no means the *only* example of sex-biased extracurricular activity. Membership in social service clubs or choruses, for example, is likely to be

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limited to one sex, and some academic subject-related activities (e.g., the home economics club) may well reflect the sex stereotyping of the regular curriculum. Leadership activities, such as the school crossing guard, may be limited to one sex. A study of extracurricular activities should not, therefore, be limited to athletics.

* * *

The following steps may be useful in guiding a study of the full cocurricular program:

- Examine the educational philosophy underlying the school's extracurricular program. What are the goals? Do they embody a recognition of the learning value of extracurricular programs and a commitment to equal educational opportunity?

- Examine the procedure by which extracurricular activities are chartered and funded. Is the elimination of sexism a criterion?

- Make a list of all extracurricular activities sponsored by the school. Indicate for each activity:

    - the level of funding

    - the number of students participating

    - any limitations on membership

  This information should be on file in the office of the chief administrator.

- Examine the relationship of nonschool associations to the extracurricular program. While it is appropriate and desirable for community groups to be involved in education, such groups should not be permitted to establish guidelines which violate the school's educational and legal commitment to equal opportunity.

- Examine the content of activities for possible sex stereotyping and/or bias (for example, the content of musical skits or class plays).

* * *

One of the chief obstacles in changing extracurricular activities, particularly in basic education, is the community (the higher education counterpart may be the institution's graduates). While the community may well endorse the concept of equal educational opportunity, community pressure can be--and usually is--strong and vocal in its support of the all-male interscholastic program. Unfortunately and ironically, it is in this particular activity--which symbolizes sex bias in the schools, which permits participation of only a few students regardless of sex, which raises questions of student safety, and which meets the interests of a fraction of the student body--that the extremely desirable goal of community enthusiasm is achieved.

It is no wonder that many administrators feel uncertain about how to improve extracurricular programs.

For all of these reasons, the first step in this difficult area is likely to be community education. It is important that the school join with concerned community people in this effort by cosponsoring activities such as workshops, conferences, and publicity drives. Board meetings and budget hearings are useful for this, as are existing communication vehicles like parent and graduate newsletters. The focus of these programs should be the educational role of co-curricular activities in meeting the needs and interest of *all* students.

A logical second phase, then, would be a review of the approval process for extracurricular programs. How are they instituted and by what criteria? According to what standards are they funded? Such mechanisms should be changed, where necessary, to bring them into line with a commitment to the good of all students.

Finally, existing programs should be reviewed individually, and the hard decisions about their appropriateness and level of funding should be made.

APPENDIX C:

FOR FURTHER REFERENCE

C-1 Learning Materials, Games, and Exercises

C-2 Resources Promoting a Nonsexist View

C-3 Films

C-4 Sources of Photos and Posters Showing Women in Nontraditional Roles

C-1: Learning Materials, Games, and Exercises

Buckmaster, Henrietta. *Women Who Shaped History*. New York: Macmillan, 1974. $1.95.

Presents the lives of six American women who challenged the conventions of 19th-century society: Elizabeth Blackwell, Prudence Crandall, Dorothea Dix, Mary Baker Eddy, Elizabeth Cady Stanton, and Harriet Tubman. Written for junior and senior high school students.

Dewey, Cindy. *Non-Sexist Vocational Card Sort*. Gainesville, Fla.: Author, 1974. (Available from Route 4, Box 217, Gainesville, Fla. 32608.) $9.95.

A process-oriented vocational exploration technique, developed as an alternative to the traditional testing approach used in vocational counseling.

Edu Game. *Value Questionnaire for Marriage and Family Living*. 1975. $2.00. Available from Social Studies School Service, 10000 Culver Boulevard, Dept. 38, P.O. Box 802, Culver City, Calif. 90230.

A creative classroom activity to help students confirm or reevaluate personal attitudes. Good for grades 11 and 12. Units include love and marriage, male and female personality traits, dating, engagements, the future of marriage and family life, weddings, male and female roles, children, separation and divorce, and personal evaluation.

Fensterheim, Herbert, and Jean Baer. *Don't Say Yes When You Want to Say No*. New York: Dell, 1975. $2.25.

A basic guide to assertiveness training.

Medsger, Betty. *Women at Work*. Mission, Kans.: Sheed Andrews and McMeel, 1975.

A photographic documentary of the wide range of work being done by American women; makes an effort to portray diverse role models.

Ober, Keith, and Kathryn Kearings. *Exploring Careers: A Teacher's Handbook*. Cambridge, Mass.: Abt Publications, 1973.

Sixteen classroom activities that teach career awareness and preparation to junior and senior high school students.

Planning for Free Lives. Seattle: Feminists Northwest, 1975. $3.00.

Curriculum materials for combating sex stereotypes in home economics, family living, and career awareness courses.

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Scholz, Nelle, et al. *How to Decide: A Workbook for Women*. New York: Avon, 1978. $4.95.

A workbook on formulating goals and making decisions, designed especially for high school women who are confused about the opportunities for and expectations of females in modern society.

Smith, Manuel J. *When I Say No, I Feel Guilty*. New York: Bantam Books, 1975. $3.50.

Explores coping through using the skills of systematic assertive therapy, a successful technique that utilizes training dialogues. Covers everyday situations--returning merchandise, asking for a raise, rejecting or accepting sexual invitations, handling criticism and praise--and shows how to deal with manipulative employers and employees, in-laws, spouses with different sexual agendas, and so forth.

Steel, Catherine, and Janice Hochman. *Assertion Skill Training: A Group Procedure for High School Women*. Falls Church, Va.: American Personnel and Guidance Association, 1976. $4.25.

Intended for high school counselors and those in related helping professions. A straightforward description of how to facilitate a high school assertion-training group.

Super, Donald. *Work Values Inventory*. Boston: Houghton Mifflin, 1968.

Helps users determine the types of jobs that are compatible with their work values.

Whatever Happened to Debbie Kraft? Seattle: Feminists Northwest, 1975. 75¢.

A decision-making awareness game--for educators, counselors, students, and parents--involving a typical female high school graduate.

C-2: Resources Promoting a Nonsexist View*

AN OVERVIEW OF SEXISM

In Society

Adams, Carol, and Rae Laurikietis. The Gender Trap: A Closer Look at Sex Roles. Chicago: Academy Chicago Ltd., 1977. $4.95.

A series of books about the sex roles that are imposed on girls and boys in our society. Book I, Education and Work, looks at our upbringing, education, and work. Book II, Sex and Marriage, looks at relationships between the sexes and shows how social pressures and conventions often defeat attempts at good relationships. Book III, Messages and Images, looks at language and the way we use words and images in books, films, etc., showing how those underline and sometimes create stereotypes. Hard facts and provocative questions.

Andreas, Carol. Sex and Caste in America. Englewood Cliffs, N.J.: Prentice-Hall, 1971. $2.95.

Examines the personally limiting conditions under which females live and suggests some of the possibilities for changing those conditions.

Belotti, Elena. What Are Little Girls Made Of? The Roots of Feminine Stereotypes. New York: Schocken Books, 1978. $4.95.

Examines the contributions of home, school, books, toys, and the mass media to stereotypes that can interfere with a child's ability to grow up aspiring to diverse kinds of work and creativity.

Fact Sheets on Institutional Sexism. New York: Racism and Sexism Resource Center for Educators, March 1976. 50¢.

Provides a definition of institutional sexism, examples of it, and statistics on housing, government, the economy, the media, and education.

Frazier, Nancy, and Myra Sadker. Sexism in School and Society. New York: Harper and Row, 1973. $4.95.

Summarizes the failure of schools to offer equal opportunities to girls and women. Also a useful text for in-service courses for teachers.

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*Prices are listed when known; although the prices were current when this appendix was edited, undoubtedly many have increased. A list of many of the publishers and their addresses is included in the companion volume, An Annotated Bibliography of Nonsexist Resources, so that the user can obtain up-to-date ordering information.

Janeway, Elizabeth. Man's World, Woman's Place: A Study in Social Mythology. New York: William Morrow and Company, 1971. $8.95.

Probes the myths about women for the meanings of the myths and their effects upon behavior. Also takes a look at those forces which influence the position of women and which have produced the drive for women's rights.

Ruether, Rosemary R. Religion and Sexism. New York: Simon and Schuster, 1974. $6.95.

Considers the role of religion in shaping the traditional cultural images that have suppressed and degraded women.

Stanford, Barbara, ed. On Being Female: An Anthology. New York: Washington Square Press, 1974.

Examines the conditioning that has kept women "in their place." Also discusses the changing institutions and attitudes that are allowing women to grow. A book about roles.

In Education

Stacey, Judith; Susan Bereaud; and Joan Daniels, eds. And Jill Came Tumbling After: Sexism in American Education. New York: Dell, 1974.

Points out that schools reflect the larger society's attitudes about sex roles and that schools are a strong force in perpetuating those attitudes. Documents and analyzes institutional, cultural, and psychological forms of sexism in education.

Wirtenberg, T. Jeana, and Charles Nakamura. "Education: Barrier or Boon to Changing Occupational Roles of Women." Journal of Social Issues 32 (1976): 165-79.

Takes a look at the contributions of traditional educational institutions to occupational stratification by sex, even though the institutions have the potential to play a primary role in the sexual integration of the occupational world.

In Employment

Bem, Sandra, and Daryl Bem. Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Harrisburg, Pa.: Pennsylvania Department of Education, 1975.

Explores why women have jobs, rather than growing careers; the problems of sex discrimination; sex-role conditioning; and the presumed incompatibility for women of family and career.

Epstein, Dynthia. Woman's Place: Options and Limits in Professional Careers. Berkeley: University of California Press, 1970. $3.95.

Examines the social forces that have prevented women's access to and progress in higher-level jobs. The data are mainly from the fields of law, medicine, science, engineering, and teaching.

In Law

DeCrow, Karen. Sexist Justice. New York: Random House, 1975. $2.95.

A feminist analysis of the laws and legislators, the judges, the lawyers, and the law professors that make up our legal system. Discusses our legal system's prejudicial attitudes against women.

Little Sister and the Law. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 1977.

Describes how decisions are made in the juvenile justice system and summarizes studies that reveal the different treatment of males and females. Intended to help specialists, planners, and concerned individuals to understand better the needs of young women in the system and to provide ideas for improvement.

In Language and the Media

Channeling Children: Sex Stereotyping in Prime Time TV. Princeton, N.J.: Women on Words and Images, 1975. $2.50.

An analysis of 20 TV shows that documents the extent of sex stereotyping in popular television programming.

Haskell, Molly. From Reverence to Rape: The Treatment of Women in the Movies. New York: Penguin Books, 1974. $4.95.

Discusses an industry dedicated for the most part to "reinforcing the lie" that women are inferior creatures.

Miller, Casey, and Kate Swift. Words and Women. Garden City, N.Y.: Doubleday, 1977. $2.95.

Highly readable discussion of the sexism that pervades our language.

In Guidance Programs

Diamond, Ester E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurements*. Washington, D.C.: National Institute of Education, U.S. Department of Health, Education and Welfare, 1975.

A series of in-depth papers, with bibliographies, representing a comprehensive analysis of sex bias in measurement and inventories. Included are the guidelines developed to combat sex bias in interest measurements (see Appendix B-9).

Gardner, JoAnn. "Sexist Counseling Must Stop." *Personnel and Guidance Journal* 49 (May 1971): 705-13.

An appeal for change in counseling; includes a useful chart listing the similarities between two oppressed groups: women and Blacks.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1974.

These guidelines (see Appendix B-9) are intended not as legal requirements but rather as standards. Developed as part of the NIE Career Education Program.

Help Wanted--Sexism in Career Education Materials. Princeton, N.J.: Women on Words and Images, 1976. $2.50.

Describes ways to detect sexism and to counteract its effects in the classroom. Analyzes the findings of a study of 100 career education items examined for sexism.

Schlossberg, Nancy, and Jane Goodman. "A Woman's Place: Children's Stereotyping of Occupations." *Vocational Guidance Quarterly* 20 (June 1972): 266-70.

Reviews a study of children's perceptions of jobs appropriate for women and men.

The School Counselor 24 (November 1976). Special issue on sexism and counseling.

A special issue that focuses on the unique problems related to counseling women. Presents several articles that identify strategies, describe self-concept issues, and suggest models for action.

Sex Discrimination in Guidance and Counseling. Washington, D.C. National Advisory Council on Women's Educational Programs, 1977.

A pamphlet that makes recommendations to alleviate sex bias in educational counseling.

Stebbins, L. B.; N. L. Ames; and I. Rhodes. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Mass.: Abt Publications, 1975. $15.00.

Presents materials to aid in the elimination of sex-role stereotyping in making career choices. The kit is designed for guidance and vocational counselors, administrators, personnel directors, teachers in high school, and other adults. Now available from Educational Resources Information Center, P.O. Box 190, Arlington, Va. 22210.

Vetter, Louise; David Stockburger; and Christine Brose. Career Guidance Materials: Implications for Women's Career Development. Columbus, Ohio: National Center for Research in Vocational Education, Ohio State University, 1974. $6.00.

Reports the findings of an assessment of career guidance materials for the representation of careers for women.

CHECKING FOR SEXISM

In General

Moberg, Verne. Consciousness Razors. Washington, D.C.: National Education Association, 1975.

A short pamphlet of funny, creative ideas for changing people's consciousness about sex roles.

In School

Recognizing Sexism in School. Washington, D.C.: Resource Center on Sex Roles in Education, n.d.

A quiz aimed at identifying sex discrimination.

Self-Study Guide to Sexism in Schools. Harrisburg, Pa.: Education Committee of Pennsylvanians for Women's Rights, Pennsylvania Department of Education, 1977.

A guide concerned generally with equal educational opportunity and concerned specifically with equal opportunity for girls and women in schools (see Appendix B-8). The intent is to give school staff, students, and community groups a better understanding of how to eliminate sexism from the schools in which they work or study.

In Educational Materials

A Study of Racial Bias in Social Studies Textbooks. Textbook Committee of the American Jewish Committee's Dallas Chapter, n.d. $1.50.

The committee studies American history textbooks, with consideration mostly confined to Blacks, Mexican-Americans, and American Indians. Available from the American Jewish Committee, Dallas Chapter, 1270 Hillcrest Road, Suite 101, Dallas, Tex. 75230.

Ten Quick Ways to Analyze Children's Books for Racism and Sexism. New York: Racism and Sexism Resource Center for Educators, 1974.

A flier for teachers, librarians, parents, and students that offers easy-to-use methods for evaluating stereotypes, distortions, and omissions frequently found in school and library books.

In Employment

The Forgotten Five Million: Women in Public Employment: A Practical Guide for Eliminating Sex Discrimination. New York: Women's Action Alliance, 1975. $5.00.

A guide to eliminating sex discrimination. Provides checklists for recognizing discrimination; detailed advice on how to document it; and in-depth sections on legal remedies, affirmative action, and organized power.

In Language and the Media

Again at the Looking Glass. Seattle: Feminists Northwest, 1975.

A good resource for teachers that includes suggestions for activities and discussion, as well as bibliographies on sexism in language, nonsexist literature, and sexism in the media.

Schrank, Louise. Sexism in Language and Media. Kildwer, Ill.: Learning Seed Co., 1976. $57.00.

A combination of silent and sound filmstrips with exercises; the materials ask students to analyze current language usage in movies, television, books, magazines, and advertising to reveal the sexual values carried therein.

GUIDANCE RESOURCES FOR COUNSELORS

Reference Readings

Dunne, Faith, et al. Aspirations and Attitudes among Rural High School Students: A Report from the Options Project. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1977.

A report that focuses on an assessment of the needs and attitudes of rural, non-college-bound high school women.

Facilitating Career Development for Girls and Women. Falls Church, Va.: American Personnel and Guidance Association, 1975. $4.00.

A monograph that grew out of a 1973 workshop. Topics covered include expansion of career options; career barriers; and leadership roles.

Faunce, Patricia. "Psychological Barriers to Occupational Success for Women." Journal of the National Association for Women Deans, Administrators, and Counselors 40 (Summer 1977): 140-43.

Presents a definition and analysis of psychological barriers to women's occupational success. Also explores the psychological forces and their impact.

Heilbrun, Carolyn. Toward a Recognition of Androgyny. New York: Harper and Row, 1974. $3.95.

Discusses the conditions under which the characteristics of the sexes and the human impulses expressed by men and women are not rigidly assigned. Androgyny seeks to liberate the individual from the confines of what is thought to be appropriate.

Matthews, Esther E., et al. Counseling Girls and Women over the Life Span. Falls Church, Va.: American Personnel and Guidance Association, n.d. $3.25.

Develops and promotes the awareness, understanding, and knowledge needed by counselors to assist girls and women in utilizing their potential in the world of work.

Scott, Patricia. "Preparing Black Women for Non-Traditional Professions: Some Considerations for Career Counseling." Journal of the National Association for Women Deans, Administrators, and Counselors 40 (Summer 1977): 135-37.

Explores the impact of racial and sex-role stereotypes on Black women who are preparing for or working in nontraditional professions.

Steiger, JoAnn. Vocational Preparation for Women: A Critical Analysis. Springfield, Ill.: State of Illinois Board of Vocational Education and Rehabilitation, 1974.

An analysis of the issues and of the present recommendations for changes in the educational system to make it more responsive to the real needs of women students.

Stevenson, Gloria. "Counseling Black Teenage Girls." Occupational Outlook Quarterly 19 (Summer 1974).

Explores some of the reasons Black teenage girls have higher unemployment rates than any other group in the work force. Describes steps that school counselors can take to improve the situation.

Tiedt, Iris. "Realistic Counseling for High School Girls." High School Counselor 19 (May 1972): 3.

An overview of the problems of counseling high school women.

Educational and Occupational Resources

Dewey, Cindy. Non-Sexist Vocational Card Sort. Gainesville, Fla.: Author, 1974. (Available from Route 4, Box 217, Gainesville, Fla. 32608.) $9.95.

A process-oriented vocational exploration technique, developed as an alternative to the traditional testing approach used in vocational counseling.

Farmer, Helen, and Thomas Backer. New Career Options for Women. 3 parts. New York: Human Sciences Press, 1977. Set, $39.95; Part 1, $29.95; Part 2, $6.95; Part 3, $19.95.

Designed as a set of companion volumes to currently available texts in career counseling. A Woman's Guide explores what work is like for women today, what the problems are, and how to overcome them. The Counselor's Sourcebook emphasizes recent advances in counseling, offering up-to-date information about women's participation in the labor market and about current education and training opportunities. The Selected Annotated Bibliography covers such topics as career opportunities for women, particularly in occupations formerly dominated by men; the legal rights of women, as related to the world of work; counseling techniques and strategies; and current social science research on women in the work force.

Medsger, Betty. Women at Work. Mission, Kans.: Sheed Andrews and McMeel, 1975.

A photographic documentary of the wide range of work being done by American women; makes an effort to portray diverse role models.

Mitchell, Joyce. I Can Be Anything: Careers and Colleges for Young Women. New York: Bantam Books, 1978. $2.75.

Provides information about more than 100 careers--what each career is like, what kind of education is needed, what the future for women is, and where more information can be obtained.

Non-Traditional Career Day Programs. Atlanta, Ga.: Feminist Action Alliance, 1975. $5.00.

A useful guide to assist in planning a career-day program. Includes a schedule of tasks that should be accomplished prior to the program and provides samples of correspondence and program materials used in planning.

Place, Irene, and Alice Armstrong. Management Careers for Women. Skokie, Ill.: National Textbook Company, 1975. $4.95.

Addresses the rewards available to, and the obtacles faced by, women who aspire to management positions. Suggests ways to develop management skills.

SEXISM IN EDUCATIONAL MATERIALS: RESOURCES FOR PARENTS AND TEACHERS

Adell, Judith, and Hilary D. Klein, eds. A Guide to Non-Sexist Children's Books. Chicago: Academy Chicago, Ltd., 1976. $4.95.

Listing, by appropriate grade level, of books that "treat boys and girls as people who have the same kinds of frailties and strengths." Covers preschool through grade 12.

Again at the Looking Glass. Seattle: Feminists Northwest, 1975.

A good resource for teachers; includes suggestions for activities and discussion, as well as bibliographies on sexism in language, nonsexist literature, and sexism in the media.

Davis, Enid. The Liberty Cap. Chicago: Academy Chicago, Ltd., 1978. $4.95.

A review of more than 1,000 books, records, and films.

Dick and Jane as Victims. Princeton, N.J.: Women on Words and Images, 1975. $3.00.

Presents the findings of a content analysis of children's textbooks and provides guidelines for analyzing books used by children, suggestions for classroom activities, and a bibliography.

Guidelines for Improving the Image of Women in Textbooks. Glenview, Ill.: Scott, Foresman and Company, Sexism in Textbooks Committee of Women of Scott, Foresman, 1974.

These guidelines (see Appendix A-4) focus specifically on the elimination of sexism as it relates to women in textbooks.

Statement on Bias-Free Materials. New York: Association of American Publishers, 1976.

An attempt to present some of the general principles formulated by individual publishers as being representative of the effort that the educational publishing industry is putting forth to eliminate bias.

Wingraf, Susan, and Linda Artel. *Positive Images: A Guide to 400 Non-Sexist Films for Young People*. San Francisco: Booklegger Press, 1976. $6.00.

A guide to nonsexist media resources for young people, evaluated from a feminist perspective.

Yuill, Phyllis J. *Little Black Sambo: A Closer Look*. New York: Council on Interracial Books for Children, 1976. $2.50.

Examines the origins of the book *Little Black Sambo* and traces its history in the United States through periods of popularity and controversy.

C-3: Films

American Woman: New Opportunities (high school)
Butterick Publishing
708 Third Ave.
New York, NY 10017

Anatomy of a Teenage Marriage (grades 10-12)
Coronet Instructional Media
65 E. South Water St.
Chicago, IL 60601

Clorae and Albie (high school)
Education Development Center
Distribution Center
39 Chapel St.
Newton, MA 02160

The Emerging Woman (high school and up)
Film Images/Radion Films, Inc.
1034 Lake St.
Oak Park, IL 60301

The Fable of He and She (grades 5-12)
Learning Corporation of America
4600 W. Diversey
Chicago, IL 60639

A Girl Like Me, A Boy Like Me (elementary school)
Miller-Brody Productions, Inc.
342 Madison Ave.
New York, NY 10017

Girls at 12
Education Development Center
Distribution Center
39 Chapel St.
Newton, MA 02160

Images of Males and Females in Elementary Textbooks (junior and senior high school)
The Feminist Press
Box 334
Old Westbury, NY 11568

Looking at Tomorrow . . . What Will You Choose? (elementary, junior high, and senior high school)
Churchill Films
662 North Robertson Blvd.
Los Angeles, CA 90069

Making It in the World of Work (high school)
Film Fair Communication
10900 Ventura Blvd.
P.O. Box 1728
Studio City, CA 91604

Masculinity and Femininity (grades 11-12)
Guidance Associates
757 Third Ave.
New York, NY 10017

Non-Traditional Careers for Women (junior and senior high school)
Pathescope Educational Media, Inc.
71 Weyman Ave.
New Rochelle, NY 10802

Other Women, Other Work (junior and senior high school)
Churchill Films
662 N. Robertson Blvd.
Los Angeles, CA 90069

Sally Garcia and Family
Education Development Center
Distribution Center
39 Chapel St.
Newton, MA 02160

Sex Role Development (high school)
CRM Educational Films
Del Mar, CA 92014

Vignettes
Education Development Center
Distribution Center
39 Chapel St.
Newton, MA 02160

When I Grow Up (high school and up)
Motorola Teleprograms, Inc.
4825 N. Scott St., Suite 23
Schiller Park, IL 60176

C-4: Sources of Photos and Posters Showing Women in Nontraditional Roles

Documentary Photo Aids
P.O. Box 956
Mount Dora, FL 23757

Feminist Resources for Equal Education
Box 3185
Saxonville Station
Framingham, MA 01701

Matriarts
P.O. Box 638
Areat, CA 95521

Women's Graphics Collective
862 West Belmont
Chicago, IL 60657

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